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This May 1969 conference, jointly sponsored by the Illinois Junior College Board and the Illinois Association of Community and Junior Colleges, provided a chance for board members, educators, faculty, and students to discuss current problems. Among the many topics of interest were program development in new technologies, dental auxiliaries, vocational programs, legislation affecting occupational education, public service programs, career development, teacher aides, regional medical programs, health careers, extension education, the junior college teacher and career programs, junior college teacher preparation, internship as a route to entry teaching, music programs, urban service, admission policies, facilitation of building completion, mathematics courses, adult and continuing education, engineering programs, freshman and transfer admissions, statewide subject-area conferences, agriculture, transfer prerequisites in agriculture, and community college services as a national priority. This document includes minutes and business reports of the sponsors, and lists the participants. (HH)

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ILLINOIS
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PROCEEDINGS

FOURTH ANNUAL

ILLINOIS JUNIOR COLLEGE CONFERENCE

Sponsored By

ILLINOIS JUNIOR COLLEGE BOARD

and

ILLINOIS ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

May 8-10, 1969

JC 690 332

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FOURTH ANNUAL
STATEWIDE JUNIOR
COLLEGE CONFERENCE

Sponsored By The

ILLINOIS JUNIOR COLLEGE BOARD

And The

ILLINOIS ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

Editor

G. Robert Darnes

May 8-10, 1969

Peoria, Illinois

JC 690 332

PREFACE

The expansion of educational opportunities for the people of Illinois through the state system of junior colleges is a movement unparalleled in the state's history. Never has a concept of higher education been accepted so rapidly by so many.

The growth and development of the Illinois Association of Community and Junior Colleges is reflected in this bulletin. These proceedings are published so that activities of IACJC and the thoughts of leading educators in the junior college field will be recorded for future reference.

The happy combination of philosophy, curriculum, institution, administrator, faculty and students should add both depth and breadth to these proceedings. The opportunities for board members, educators, faculty and students to come together for purposes of discussing their current problems continue to be too limited.

Appreciation is extended to Kishwaukee College and Illinois Valley Community College for their efforts in succcessfully hosting the Conference. Every effort has been made to insure that this bulletin reflects the thoughts and ideas of the participants. To the recorders who furnished the materials and to Shirley A. Milburn, secretary in the office of the Illinois Junior College Board, for typing the manuscript, we are indebted.

G. Robert Darnes
Associate Secretary
Illinois Junior College Board

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PROGRAM

Thursday, May 8, 1969

IACJC DIVISION MEETINGS

Faculty Division

Presiding . . . . Thomas F. Batell
President, IACJC Faculty Divison
Head, English Department, Black Hawk College

Report of Nomination Committee

Discussion of Proposed Revision of IACJC Constitution

The business of the Faculty Division is carried on largely by the five standing committees of the Division. They are:

(1) Curriculum Committee - Fred Soady, Illinois Central College
(2) Professional Growth Committee - David Erickson, Chicago City College
(3) Welfare Committee - Co-chaired by Tom Lounsbury, Rock Valley College; Mrs. Janet Milligan, Belleville Area College
(4) Athletic Committee - Co-chaired by James Miller, Wilson Campus - Chicago City College; Wayne Arnold, Rend Lake College
(5) Legislative Committee - Co-chaired by David Arnold, Rock Valley College; Robert Van Raes, Moraine Valley Community College

During the past year at the business session of the IACJC meeting in Rockford, part of the work of the committees was examined by this organization as a whole and four resolutions were acted upon. Passed were the following:

> Resolved that to provide for continued professional growth, local college boards should be encouraged to reimburse faculty members for tuition and fees at a rate established by the local board, such reimbursements should be granted for study in the faculty member's academic area or in an area that will improve his service to the college.
>
> Resolved that to provide for continuing professional growth, local college boards should be encouraged to reimburse faculty members for conference and convention fees and all reasonable expenses incurred as an attendant at such conferences and conventions.

> Resolved that to provide for continued professional growth, local college boards should be encouraged to adopt a policy of granting professional leaves of absence. Such leaves may be granted for advanced study, exchange teaching or assignment, travel, governmental service, or any other professional experience which is related to the field of teaching or which will improve a faculty member's professional competence. Such leaves shall not be construed as a break-in service and/or benefits for any reason.

Tabled was the work of the Faculty Welfare Committee - a resolution regarding faculty tenure.

Since the October meeting, committees have continued to work. (Incidentally, committee membership is open to any faculty member who volunteers his services.) Projects in which the committees are engaged are:

> The Professional Growth Committee is undertaking a study of the advisability of rank in the junior colleges and alternative plans for recognition other than rank. Two surveys had been carried out by a sub-committee prior to this meeting to learn faculty views on rank in the junior college. The survey results were reviewed and discussed at length. It was moved by the committee to recommend to the Faculty Division that the Division itself endorse the use of professional rank in the junior colleges of Illinois.
>
> The second item for concern and study of the Professional Growth Committee is a system of faculty governance. Several alternative schemes were suggested. Experiences and attitudes were exchanged. A special sub-committee was established to survey present attitudes and practices on all Illinois junior college campuses. The results of this survey will be available for study and action at the next Division meeting in October.

The Faculty Welfare Committee has been concerned largely with matters relating to tenure. Questionnaires have been sent by the committee and these were the results:

> Number of colleges responding: 30
> Number of colleges not responding: 5
> Do have a tenure policy: 22
> Do have a policy in process: 4
> Do not have a tenure policy: 4

Conclusions: The tenure picture has brightened considerately since the first survey was taken in 1967. The Division now needs to consider whether tenure legislation is necessary and/or might offer assistance in developing a policy at institutions where no steps have been taken as of this date.

The Curriculum committee has under consideration many suggestions including ideas in the areas of ethnic studies, curricular coordination and lateral communications among the faculties of the member colleges, entrance requirements and testing programs as they influence curricula, and similar problems. It is cooperating with the curriculum and instruction committee of the entire association in attempting to determine the feasability and type of approach to creating subject-area conferences or workshops for faculty members. It is also concerned with the interdisciplinary coordination problems which arise in certain occupationally oriented curricula.

The Legislative Committee has a commitment to involve itself with legislation and the state legislature. The committee realizes that at times divisions will not always agree and rather than have the association represent views that are not the views of individual divisions, each division should represent itself in these matters. Dave Arnold, Legislative Committee Chairman, testified for a uniform state tenure bill before the House Higher Education Committee. This charge was given the committee at Rockford. The Committee plans to be more active in legislative matters in the future.

A good portion of the work for planning for next fall's meeting has been gotten out of the way by the program committee, headed by Tom Lounsbury of Rock Valley College.

It was decided that the keynote address would be on the topic, "Academic Freedom and Academic Responsibility," and that the form the conference would take would be to hold a large number of workshops, each workshop being chaired by a member of a professional organization, such as the Illinois Dental Society, The Illinois State Historical Society, The Illinois Law Enforcement Association, whose object would be to articulate the work of the professional organization with the work of the faculty of the community junior colleges. Mr. Joe Anderson of Mr. Brown's office and Mr. Fred Soady of Illinois Central College are now making arrangements for the program. The Conference will be held at Southern Illinois University, Carbondale, Illinois, in October.

* * *

OPEN SEMINARS

Career Programs

Chairman. . . . . Chester Pachucki
Associate Secretary, Illinois Junior College Board

"Program Development and New
Emerging Technologies" . . . . Jerry S. Dobrovolny
Professor and Head General Engineering Department, University of Illinois

"Occupational Program Approval" . . . . .Martin E. Leddy
Director, Technical-Vocational Programs, Illinois Central College

Discussants:

Andrew S. Korim, Coordinator
Occupational Programs
Chicago City College

Harmon D. Roberts, Director
Technical Education
Thornton Junior College

Respondents:

Walter J. Bartz Board of Vocational Education and Rehabilitation	Robert Marsh Board of Higher Education
William H. Robinson Department of Registration and Education	Noel T. Maxson Illinois State Dental Society

Recorder . . . . George H. Bridges, Jr.
Director, Technical Programs, Kaskaskia College

Mr. Chester Pachucki, Associate Secretary of the Illinois Junior College Board, introduced the principal speaker as follows:

My assignment with the Illinois Junior College Board gives me an opportunity to observe many changes and innovations in the area of instruction. We have the Systems Approach . . . Audio-Tutorial . . . Programmed Learning . . . and the Conventional. During my 25 years as an educator, however, one thing seemingly hasn't changed . . . the young teachers are tired on Monday and the old teachers are tired on Friday.

I sincerely feel that we all stand to gain by association . . . with our keynote speaker. We don't have to go through a lengthy, padded biographic sketch to build interest or capture your spell. You know him, and you know of him . . . he's Mr. Technical Education . . . and as my grandfather used to say, "That's all what's to it." I've known this young man for ten years and I can best describe him as sincere and dedicated. Some of you in this room recall those early experiences in Technical-Vocational Education when about twelve of us would meet at SIU to discuss the burning accomplishments of five technology programs, five colleges, five students, and two graduates. Harmon Roberts, Nello Petersanti, Elery Frost, and I would shake our heads and question whether NDEA and TITLE 8 would ever get off the ground. Among us was one man who really had nothing to gain in this involvement, but he kept us together providing leadership and confidence in the development of this new role of the junior college.

We don't have time to continue with the many other accomplishments of our friend in career development . . . so why not hear it. . . the way it should be . . . from the man, I consider a professional privilege to call an associate, Mr. Jerry Dobrovolny.

* * *

Program Development in New and Emerging Technologies

Jerry S. Dobrovolny

The two-year community college movement in the State of Illinois is in a very critical stage of development. It remains to be seen whether or not the two-year colleges can meet the challenge they have been charged with by the people of the State of Illinois in terms of meeting the educational and training needs of the citizens of their individual communities. When we talk about program development in new and emerging technologies, we must necessarily think in terms of a new and emerging image of the two-year college. The concept of community college education today has changed significantly from the "junior college concept" of twenty or thirty years ago. The two-year college is no longer a junior to anything. It has a vital roll to fulfill in its own right. As a matter of fact, the lower division transfer work of a comprehensive community college is but a fraction of the total program offerings of the college.

Perhaps the greatest contribution to be made by the two-year college is the preparing of persons to enter the occupational ladder at the paraprofessional and semiprofessional level by having completed two-year associate degree programs in specific technologies. The preparation of these paraprofessionals cuts across all of the professional fields including engineering related technologies, health related, business related, and agriculturally related technologies.

It has been estimated by the Bureau of Labor Statistics that between 1968 and 1975 there will be a need of approximately 80,000 new technicians per year in all fields. The projected need as compared to the projected number of graduates indicates that between 1968 and 1975 there will be a shortage of 160,000 new technicians being trained during this seven-year period. In the light of the projected shortage of qualified technicians entering the labor force, the paradox that faces us is the fact that many two-year technical programs in the United States are only filled to about sixty percent of their capacity.

Many of the larger corporations in the United States are so concerned about the effective utilization of their manpower that they have identified a vice president at the corporate level to deal with this critical problem. Evidence supports the premise that if we do not solve the problem of a critical shortage of technical manpower, the advancements in our society may well have to be slowed down because of the lack of competententtly trained personnel.

One of the greatest stigmas that has been associated with our public education has been the B.S. degree syndrome. Many youngsters go through high school and on to college without knowing why they are going except for the fact that someone has told them that the only way to succeed is by obtaining a bachelor's degree. The two-year college with the occupationally oriented two-year associate degrees can perform a great service for society by offering meaningful programs that will enable the graduates to participate in the fruits of the affluency that surrounds us.

There is strong evidence to support the thesis that there are a large number of students who are academically as capable as the more theoretically oriented students who continue on for bachelor's degree work; however, they are more oriented toward things. Testing organizations such as the Psychological Testing Corporation have not been able to determine adequate tests to identify these kinds of students. It is relatively easy to measure the theoretically oriented persons with such tests as the ACT, PSAT, and SAT scores. The community colleges are in a position to provide leadership and direction in the assistance of identifying the talented potential of semi-professional personnel for the many job opportunities in our society.

There are many new and emerging technologies that we can identify for future program development. However, before we do this it would behoove us to take a look at the new programs that need to be established in the existing two-year colleges. In the engineering related areas, of course, most of the two-year colleges have some kind of a program in electronics technology. More recently the establishment of mechanical technology programs have become accepted as a necessary part of the total program in technical education in the engineering related area. The one program that seems to be slow in getting started in the State of Illinois is the program in the civil engineering related fields. The tremendous need for technicians by the highway department, by the construction industry, and consultant firms requires the establishment of a significant number of programs in the State of Illinois in the area of civil engineering technology.

The many needs in the health related technology leave us with a great vacuum in establishing programs that are already identified in other states. It is merely a matter of organizing the necessary logistics of implementing a curriculum, namely the hiring of the staff, the implementation of the curriculum, and the establishment of the necessary laboratories.

Some of the new and emerging technologies that are being identified are just barely beginning to be thought of in the State of Illinois. One of the most important ones in this area is electro-mechanical technology. One of the first identifications of this field was recognized when the technician manpower study was made in Vermilion County. In the analysis of the data of the study the researchers identified a group of technicians working in an area that was a specifically non-electronic nor specifically non-mechanical technology. These people were identified as electro-mechanical technicians. Since then a national study has been conducted to further deal with this need and, at the present time, a pilot program for the development of new curriculum material is being conducted at Oklahoma State University in Stillwater, Oklahoma. Such companies as IBM are tremendously interested in the development of electro-mechanical technicians and are subsidizing this effort by awarding 1401 computers to those schools willing to undertake the offering of these kinds of programs.

Another new program that has been recently identified is that of the bio-medical equipment technology. This need has been well documented by a recent national study conducted by the Technical Education Research Center of Cambridge, Massachusetts. At the present time a pilot program is being conducted in a number of two-year colleges throughout the United States in which curriculum material is being developed.

An entire family of technical occupations is being generated in the field of oceanography. Some of the technologies in this direction will undoubtedly be related with the biological sciences whereas others will be more closely allied with the physical sciences. A number of studies are being undertaken by the American Association of Junior Colleges and the U.S. Office of Education to assist in the identification of the kinds of job functions to be performed by technicians working in this field.

The American Association for the Advancement of Science has identified the need for a physical science laboratory technician. This technician would be trained to work in such fields as the Materials Research Laboratory at the University of Illinois, the various research laboratories throughout the United States, at both public and private institutions of higher learning, as well as in private industry research laboratories.

In the field of education there is a need for a wide range of technicians to assist the professional teacher. The concept of utilizing teacher aides and educational technology specialists is just barely beginning to be accepted by the professional pedagogist. The critical shortage of qualified teachers will bring this need for technicians into much sharper focus in the immediate years ahead of us. The two-year colleges should begin to gear themselves to help meet this need.

In the field of municipal service the kinds of programs that are required are such programs as those designed to train our police. The police science programs that are so well established in California show a great need for implementation in the State of Illinois. The need for training various municipal personnel such as city clerks, city planning assistants, fiscal officers at the city and county level, will require an entire family of technologies associated with the preparation of personnel to work in municipal government. Another important facet of this activity will be to train technicians to work in the area of social work.

The micro-precision technology curriculum at Parkland is an example of a uniquely new program whereby the horological skills are combined with the cognative skills of the physical sciences to produce a person to work in the highly sophisticated micro-miniaturization industries that are springing up all over the United States.

A new field of instrumentation controls has developed since 1960. This is the area of fluidics. The State of Wisconsin has been a pioneer in the development of technician training programs for this new activity. The needs in this area are almost impossible to predict since the industry is growing at such a mushrooming rate.

In dealing with the problems that face many of our large cities, there is going to be a tremendous need for those that will be working in the building construction area, both from the standpoint of actual contractual work and architectural planning. There simply are not enough professionals to even begin to solve the manpower shortage problem in this area.

The two-year college must assume a much greater leadership role in the program planning and implementation of curricula for these new occupations. They must enter into the activity not only from the standpoint of implementation, but from the standpoint of research and pilot program development. Many times these activities can be done much better at the two-year college than at the senior institutions that we have in the state. Other times joint activities between a number of junior colleges and the university can be undertaken to provide an opportunity for firsthand involvement on the part of the two-year college staff in the development of these new programs. The University of Illinois is currently working with a number of two-year colleges in the development of new instructional material. A grant is expected shortly from the National Science Foundation to help formalize this activity into a meaningful action program.

The two-year colleges must provide a vehicle of flexibility in the administrative structures to enable the two-year college to meet the needs of the local community, not only of the citizens in the community, but also the needs of the industries in the community. It becomes more and more apparent as our society becomes more complex that the role of the two-year college in the future education of our young people will play an increasingly important role. It is estimated that in the future the offerings in the two-year college related to the lower division of the baccalaureate program will constitute about twenty-five percent of the total offerings of the school. Needless to say, before this ratio will be realized, the philosophy, the leadership, and the two-year college movement in the State of Illinois in some cases will have to change drastically. However, whether the present leadership is ready to accept this challenge or not, the pressures are there and they will continue to be there until the educational needs of the people in the community are satisfied. The present structure of the junior college movement in the State of Illinois provides the greatest potential for the total development of the two-year college concept. There is sufficient leadership in the State of Illinois to develop a uniquely forward thinking program that can be identified as the most significant development in two-year colleges in the entire United States.

I do hope that we do not make the same mistakes that have been made in some of the other states where a narrowly described objective for the two-year college has limited the development to its fullest potential. We must be always willing to change to meet the changing educational needs of our society and this can be done more effectively in a two-year college than any other educational institution that we have. Therefore, when we are talking about program development in new and emerging technologies let us keep in mind that perhaps the most important program development will be in the new and emerging image of the two-year colleges in the State of Illinois.

* * *

Noel T. Maxson, Representative
Illinois State Dental Society

The nation, as a whole, is faced with a continuously increasing demand for all types of dental service. This demand is the result of three significant factors. The first factor has been the long term formal and informal educational program directed primarily toward youth of the constant need to care for one's teeth. The second factor is the growth in affluence of the population, such that more people seek professional care of their teeth. The third factor is the vast increase in prepayment plans and health insurance to assure adequate treatment of one's dental health problems. These pressing demands for more dental health cannot be met because of the constant decrease in the number of practicing dentists. This decrease is due to the prohibitively high cost of the professional education of the dentist; too few wish to invest six years past high school to prepare for the occupation; and many graduates choose to teach, to research, and to specialize in related occupations rather than practice dentistry. This problem is further complicated by the decrease in the number of dental schools since such programs are quite expensive and well-prepared faculty members are not currently available.

The only reasonable alternative to the preparation of more dentists is the expansion of the role of the auxiliaries. These auxiliaries are the dental assistant, the dental technician, and the dental hygenist. Even if allowance is made for the reduced need for dental care resulting from the experiments to prevent tooth decay, the present and future needs for dentists cannot be met. Therefore, the one best solution to the problem is for the junior colleges to educationally prepare more dental auxiliaries and for these well-qualified graduates to assume a greater portion of the dentist's duties under his direction.

In cooperation with the Illinois Junior College Board and the Board of Vocational Education and Rehabilitation, the Illinois Dental Society has set up a committee to evaluate educational programs for para-professionals in dental occupations. I, Dr. Noel T. Maxson, am chairman; other members include one dental assistant; one dental technician; one dental hygienist; Mrs. Dailey, Chief of Health Occupations for the State Board of Vocational Education; Mr. Pachucki, Associate Secretary of the Illinois Junior College Board; and a representative from the Board of Dental Examiners. The stated objectives of this representative board are:

(1) To evaluate junior college requests for educational programs designed to prepare dental auxiliaries.

(2) To create a master plan for the adequate facilities necessary to support the statewide program.

(3) To cooperate with the local advisory committees of the junior colleges.

(4) To aid in the development of instructional materials and the recruitment of teachers.

The response to the expressed need for additional auxiliary curricula has been quite gratifying. Several junior colleges have requested a priority to develop such curricula. At least one college has not been able to locate a qualified teacher as yet.

Although there is an increasing need for more dental auxiliaries in the foreseeable future, it is not known whether this need will continue or level off in the more distant future due to a saturation of the job market by graduates or an unexpected change in the type and number of occupations related to dentistry.

* * *

William H. Robinson
Department of Registration and Education

Mr. Robinson stated: I was a member of the legislature at the time the Illinois Junior College system was established. Also, since I am a professional social worker, I am very much interested in the preparatory education and occupational proficiency of all sub-professional workers. This deep personal interest has created some degree of concern about the educational programs in the two-year colleges.

Some few months ago, I was appointed as Director of the Department of Registration and Education by Governor Richard B. Ogilvie. Since that time, I have been searching for some sense of direction. In order to establish a sense of direction, due consideration was given to the legal duties of the department. The specific job is to license the practitioners of certain occupations in the State of Illinois. This assigned duty implies the necessity to approve the programs of education which prepare one to practice the particular occupation. To implement this duty, the department depends upon the appointed dental, medical committees and other examining committees of various occupations to write the rules and regulations which become a part of and often extend the laws. Thus, these committees are the heart and soul of the administration of the department.

In the past, this department has been the "doormat" of the entire state government. Rumors have been rife that most anything could be "fixed" in dealing with the department. Strange requests often come from influential people to implement the illegal expressed desires of many groups.

To lay these charges and rumors to rest for all time, may I state that all the processes and procedures of this department while I am director will be conducted in a legal, ethical manner. Any member of the department who does not practice this policy will be subject to discharge. This action is necessary to improve the image of the agency and to maintain its professional dignity and integrity.

From this, you can see that the Director of Registration and Education has an almost impossible assigned task. Many of these present difficulties are a consequence of the uncontrolled development of many archaic practices which were in vogue in times past.

Some current regulations of this department prohibit the establishment of certain programs in the junior colleges due to long standing professional prejudices. This problem must be solved. Also, as new para-professional programs are developed and implemented, the department must evaluate the necessary preparatory educational programs and license the graduates.

The department not only aids in the approval of initial programs and licenses graduates but must police the licensed practitioners to the extent necessary to suspend and restore the license based upon adequate performance criteria.

The department will maintain a continuing intense interest in the enrichment of junior college curricula by aiding in the development and implementation of emerging para-professional occupations.

* * *

Martin E. Leddy, Director
Technical-Vocational Programs
Illinois Central College

It seems desirable to retain specialists on the staff of at least one state agency to investigate occupational curricula. However, at variance with present procedure, these individuals should be involved at an early stage of the developmental process prior to the final structure. This continuous interaction between the local college and the agency will more certainly insure acceptance of the curricula without possibly deterimental alterations. Also, the suggested procedure should more completely satisfy both the local college and the agency as well as allow for a cooperative logical approach to curriculum development.

A critical problem in the implementation of a new curriculum is the need to create the interest of the general public and potential students in the program to the extent necessary to attract an adequate enrollment. This problem is further complicated by the low enrollment in some of our current occupational programs.

* * *

Andrew S. Korim, Coordinator
Occupational Programs
Chicago City College

The Vocational Educational Ammendments of 1968 have assigned the junior college a definite role. Although vocational education has not in the past achieved the objectives which might have been possible in relation to many other areas of education, the progress of vocational education has been quite significant. In the future, if a more adequate amount of money is appropriated, possibly vocational education can achieve even higher goals.

It may well be that new approaches to vocational education will achieve at a higher level. We in Illinois wish the opportunity to utilize new approaches in order to reach a high level of accomplishment.

There have been instances in the past of a rigid insistence upon the changing of minute, inconsequential details by certain agency personnel to attain program approval. However, most members of state agencies are attempting to perform their assigned function in a professional manner. All of us in vocational education in Illinois are learning to work cooperatively together.

The new State Plan now being developed may further aid us in achieving cooperation by reducing superfluous paper work.

It is suggested that if the state agencies allow more discretion by the local junior college in program development, implementation, and administration, perhaps the college may be able to attain even higher objectives.

The agencies should allow each junior college to operate a comprehensive vocational technical program on its own campus.

To summarize, seven questions are presented for consideration by the state agencies:

(1) Should each junior college be allowed more local discretion?
(2) Should each junior college develop more expertise in the development, implementation, and administration of vocational technical programs?
(3) Should some junior colleges develop more expertise in serving their urban constituency?
(4) Should a statewide plan for the regional distribution of the total vocational technical programs be developed?
(5) Should several adjacent colleges engage in regional planning on their own initiative?
(6) Should more specific criteria be developed to phase out programs?
(7) Can the agencies avoid the current multiplicity of forms?

* * *

Harmon D. Roberts, Director
Technical Education
Thornton Junior College

Perhaps it may be wise to appoint an interim consultant committee to survey the need for each program. If the need justifies the program, then an application for priority to develop the program is filed. If this request is granted, then a different consultant committee can be chosen to aid in the development and implementation of the program.

The number and variety of each college's programs should be viewed in the light of a statewide comprehensive plan to avoid wasteful proliferation of programs. The college should not be evaluated on the number of programs offered.

The priority to develop programs should be revised to assure that adjacent colleges do not count the same employment opportunities--an overestimation--since justification of each program is dependent upon the number of present and future entry job openings.

To date, the Illinois Junior College Board and the Illinois Board of Vocational Education have coordinated their functions quite well.

The suggestion of Chester Pachucki to combine a comprehensive array of proposals for consideration as a whole may be wise.

In the future, a vast increase in the staffs of the state agencies may be necessary to provide for an orderly, thorough, and relatively rapid processing of the college requests.

The State Board of Vocational Education has a long history of success in providing the necessary consultant services to the colleges. Certainly in the changes which will occur in the formation of a new State Plan these valuable consultant services should be retained.

* * *

James S. Spencer, Chancellor
Olney Central College

The approval of each occupational program by the state agencies is essential since it offers a degree of protection from one's self. Complete local autonomy is not too desirable since most individuals conceive this freedom as a chance to exert their individual prejudices.

Our college welcomes the help of the specialists and we are quite thankful for this aid. In effect, we feel we have completed our "home work" quite well when the agencies accept our proposal.

Yet, we suggest some streamlining may be necessary. The VE1U and VE1U Supplement may well be dropped since they seem to be unnecessary. Also there is a definite road block relative to the approval of equipment lists. Since equipment must be approved prior to purchase, the time from submittal on April 15 to approval on July 1 seems too long since we should finalize our college budget and order some of the equipment prior to July 1.

The current overall situation is not at all intolerable. We appreciate the aid and assistance of the Illinois Junior College Board and the State Board of Vocational Education.

* * *

Walter J. Bartz
Board of Vocational Education and Rehabilitation

Some major changes in staff assignments and staff responsibilities will be instigated on July 1, 1969; however, the staff structure and assignments have not been definitely determined to date.

A new State Plan for Vocational Education is in the final stage of development. This plan must be reviewed and accepted by the State Board to be ready for presentation at the federal level by July 1, 1969.

In answer to Mr. Martin Leddy's suggestion, the Associate Degree Nursing programs require one year of developmental work by the program director prior to the implementation of the program. The instructor in this program must be employed for six months prior to implementation to provide adequate time for preparation.

It is anticipated that under the new State Plan institutional responsibility will be increased after July 1, 1969. Also that in the future there will be specialists on the staff so free of paper work that they can spend the major portion of time in the field aiding the junior colleges.

Certainly we must all recognize the serious problem of student recruitment. One additional measure to alleviate this problem is to instigate pre-vocational and/or pre-technical programs at the junior college or to coordinate the sequence of such high school programs with the junior college program.

We are attempting to solve the problems discussed here today. We plan to have an evaluation team visit each college in the near future. Also minimum standards for certification of vocational technical instructors at the junior college level are being developed.

* * *

SENIOR COLLEGE AND UNIVERSITY PLANNING SEMINAR

Moderator . . . . G. Robert Darnes
Associate Secretary, Illinois Junior College Board

There was a good representation at this planning conference.

After lengthy discussion, the following action was taken by this group:

1. The office of the Illinois Junior College Board should initiate a letter to each public senior institution asking if that institution wanted a room or suite reserved at the next junior college conference. It is to be understood that all rooms reserved would be one bedroom with one "front" room or as near to that type as the hotel could furnish. An attempt would be made to secure all rooms the same size. It is understood that each institution would bear the cost of this suite; however the name of the institution and the room number would be listed on the official program.

2. The invitation to the private colleges would be initiated to the president of the Illinois Federation of Private and Independent Colleges and Universities who in turn would secure the list of private institutions desiring the space and report to the Illinois Junior College Board.

3. In this letter the Illinois Junior College Board would invite suggestions for the agenda for a similar seminar to be held next year. One point of action was that this type of seminar be held each year; however it was suggested that junior college people also be invited to the seminar as they added an extra dimension which was desired by all.

4. It was approved by the group that no display space was desired by senior institutions.

* * *

ADMINISTRATION DIVISION SECTIONS

Deans of Instruction or Academic Deans

Presiding . . . . .Henry M. Milander
Dean of Instruction, Belleville Area College

Evaluation and Improvement of Instruction

(1) Why do we need evaluation? - Thomas E. Deem, Dean of Arts and Sciences, Lake Land College

(2) What methods can be employed for establishing criteria for the evaluation and improvement of instruction? - R. Earl Trobaugh, Vice President, Illinois Valley Community College

(3) What criteria can be utilized for the evaluation and improvement of instruction? - Wayne E. Willard, Dean of Instruction, Thornton Junior College

(4) What methods of evaluation should be employed and how will they assist in the improvement of instruction? - Theodore S. Sunko, Dean of Instruction, Wright Campus - Chicago City College

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SEMINAR SESSIONS

Legislation Affecting Occupational Education

Chairman . . . . .Walter J. Bartz
Board of Vocational Education and Rehabilitation

Moderator . . . . Gordon K. Simonsen
Dean of Technology, Triton College

"Federal Legislation" . . . . James W. Smith
Coordinator, Program Services Unit
Division of Vocational and Technical Education

"State Legislation" . . . . .Glen T. Byram
Consultant, Program Planning and Evaluation Unit
Division of Vocational and Technical Education

Reactors:	Nello A. Petersanti Dean, Occupational Services Prairie State College	Robert E. Turner President of Moraine Valley Community College

Discussion

Recorder. . . . . John G. Garrett
Dean, Applied Arts and Science, McHenry County College

Mr. Bartz introduced Dr. Robert Marsh, who substituted on the panel for Nello A. Petersanti.

Gordon K. Simonsen acted in the capacity of moderator.

The first speaker on the panel was James W. Smith, who spoke on Federal Legislation. He gave pertinent data on the Vocational Amendment of 1968.

The general provisions of Title I were discussed. Part A of Title I was designed to maintain and improve existing programs. Appropriations under this section amount to $355 million for the fiscal year of 1969; $565 million for the fiscal year of 1970; and $675 million for the fiscal year of 1971 and thereafter. Section 103 provides $5 million for the study of manpower needs, 90% of which is allotted to the States. Section 104 provides for the creation of advisory councils, both on the national level and the state level.

Under Part B, the allocation of funds was discussed. Minimum of 15 percent of the funds must be used for junior colleges; and, 25% of the excess of 1968 funds must go to junior colleges; and 15% for education of the disadvantaged.

Section 123 of Part B referred to State plan requirements. Mr. Smith reported that a new State plan is being written now, and public hearings will be conducted upon the proposed plan. Section 124 of Part B stipulates that funds must be matched for State and Local funds on the following basis: 50% Federal, 50% State funds.

Part C refers to research and training, 75% of the cost to be borne by the Federal Government, 25% by the State Government.

Part D, Mr. Smith explained, provides for exemplary programs and projects of which $15 million is authorized for the fiscal year of 1969, and in 1972, $75 million authorized.

Part E referred to demonstration schools. No funds are appropriated for this, and none are expected.

Part F refers to consumer and homemaking education, and Mr. Smith explained that it is not known how projects under this part will be handled.

Part G referred to cooperative education grants and authorizations ranging from $20 million for the fiscal year of 1969 to $75 million for the fiscal year of 1972. Each state shall receive a minimum allotment of $200 thousand.

Mr. Smith explained that there were no funds pending this year for the Work Study Program under Part H.

Part I covered curriculum development, and Mr. Smith stated there is great need for curriculum development. Authorizations are $7 million for 1969, $10 million for 1970.

Title II dealt with leadership development awards. Mr. Smith explained that Congressman Pucinski leads Congress in the drive for funding Vocational Education Programs.

Mr. Glen T. Byram was next on the program and discussed State Legislation. Mr. Byram, who is working on the new State plan, explained that such pertinent problems in Vocational Education as insufficient number of students, geographic locations prohibiting Vocational Education, lack of facilities and equipment; lack of adequate teaching staff, and lack of funds are being considered. He indicated that we need broad programs on the post-secondary level. He also indicated that there was a great need for more State funds. He discussed several House of Representative's Bills which were introduced to provide for such things as pay for out-of-state vocational training and provision for junior colleges to hold vocational classes for 11th and 12th grade secondary children. Also, Mr. Byram indicated that the Appropriation Bill presented before the Legislature calls for $14.8 million of State funds. It has not yet passed. This amounts to double last year's appropriation. Mr. Byram reported that the new State plan must be submitted to Washington, D.C., by June 30, 1969. He indicated that the new State plan in all probability will be amended continuously.

In a question and answer period, Dr. Robert Turner gave his views on how the local level might initiate Vocational Programs, and in the event no Federal or State funds were available for matching, the local funds could be placed in a sort of bank to be later matched by Federal and State funds when they become available.

Dr. Bill Masters proposed more cooperation between high schools and junior colleges, and four-year colleges. He urged an end to "empire building" by certain institutions. He indicated something must be done about the socially, economically and mentally disadvantaged.

* * *

Public Service Programs

Chairman . . . . Chester Pachucki
Associate Secretary, Illinois Junior College Board

"The Challenge: Career Development
in the Illinois Public Junior Colleges" . . . . Sherwood Dees
Director, Vocational and Technical Education, State of Illinois

Panel:

Illinois Regional Medical Program
Bryan Lovelace, Jr.
Assistant Executive Director, Illinois Regional Medical Program

Teacher-Aide Programs
Annabel C. Prescott
Member, Illinois Junior College Board

Law Enforcement Programs
Mervin G. O'Melia
Executive Director
Illinois Local Government Law Enforcement Officers Training Board

Don C. Frey
Executive Director
Health Careers Council of Illinois

Discussion

Recorder . . . . .Clyde I. Washburn
Assistant Dean, Instruction for Occupational Programs, Belleville Area College

The Challenge: Career Development in the Illinois Public Junior Colleges

Sherwood Dees

Dr. Dees, in a brief introductory statement, outlined the background of occupational education in the junior college as noted in an article in the May 5, 1969, U.S. News & World Report. It was noted that while one-third of the students in the junior colleges will transfer to higher education institutions, the remainder will need or will have to prepare themselves for a career.

To meet the challenge presented to them, community colleges must look at their programs to ascertain if they are answering the people's needs. We have been told that our schools are the best in the country and that "Education is the main thing that determines an individual's lifetime income." There is a big question today if this should be the main purpose of education, and, if so, is this attitude correct? The benefits of education have been encouraged and fostered in our American public school system, which is basically locally controlled. This is in direct contrast to most educational systems of the world which are centrally controlled.

The second reason our schools are great is that all students have an opportunity for the education offered. This in itself is unique, as, though he has the opportunity, what the student makes of it is up to him. The community college assists in this program as it provides the opportunity for all students to be taught.

A third difference is that community colleges teach the responsibilities of citizenship. This is important in a democracy where decisions are based on the people making the just and right decisions. Many of the failures of governments in other countries have been because the people have not been given the chance or opportunity to govern themselves. It is important that the community college recognize and accept the challenge to teach all students to the best of their potential, or suffer the problems of our society due to our failure to meet the needs of all the people.

Schools are faced with many problems. Nationwide, there are approximately one million dropouts a year. This is hard to believe in this day and age. Specifically, in vocational education, including this great state, vocational education is the greatest unmet need in the schools today. The need for vocational education is as great for the youth today as any other areas of special education that have been established -- the sight saving, mentally handicapped, or hard of hearing. Actually, the students in vocational education and special education have the same basic needs.

A problem today is that when the need is the greatest for vocational education, the opportunities in general for this education are the fewest. There may be some exceptions to this, but as a general rule this is the case. Why is this so?

Employment opportunities are different than they have been in the past. Too many people will not accept the fact that there is no place for the untrained or uneducated. It is important that we recognize that the person who is trained and can hold a satisfying job is an entirely different person than one who is untrained and contributes very little to society.

We need to think about the occupations of the future. What are the opportunities for out youth today? If we can, we need to try to predict what the opportunities might be in the future. It is important that we realize that in ten or fifteen years in the future the opinion will be given as to whether or not our occupational programs were worthwhile. That is when the people will say, "They were wise," or "They were foolish."

Our challenge in occupational education is really twofold; one, a breath of hope in that our occupational programs will answer the need for vocational training. In Illinois, 252 high schools out of 512 districts offer only one occupational program, 122 other districts offer only two occupational programs, and only 71 high school districts offer five or more occupational programs for their students.

In Illinois post-secondary or community colleges in 1967-68, only four community colleges offered one reimbursable program, three community colleges had only two reimbursable programs, two community colleges had three reimbursable programs, and four districts offered only four reimbursable programs. This lack of occupational programs in community colleges is changing in Illinois. Even so, many colleges need to act more positive in this area of expansion.

Secondly, besides the breadth of programs, we need to pursue the depth within each program. It is important that we recognize that real teaching and content must be the best in each program.

Congress has pointed these facts out to us by the Vocational Education Amendments of 1968. This need has been pointed out to the community colleges in a challenge to be met in these occupational programs. Briefly, Congress said everyone must be educated, everyone must have occupational skills as well as to be employed. Congress also said that the schools were the ones to accomplish the task of educating people and it is our job to do this.

* * *

Radiologic Technology

Robert L. Coyle

There are over 1200 Schools of Radiologic Technology approved by the American Medical Association operating in the United States today. Ninety percent of these programs are conducted in hospitals and are oriented to the production of staff Radiologic Technologists registered by the American Registry of Radiologic Technologists. As such they are vocationally oriented and terminal in every sense of the word.

The demand placed upon the hospitals through the years to provide more rapid and effective care to an ever increasing number of patients is reflected in the activities of the Department of Radiology. In this service department, so vital to the prevention of disease and the care of today's ill, two distinct categories of professionals are responsible for the care of the patient. The Radiologist is a physician who has spent an additional four years beyond normal medical school and internship specializing in the interpretation of radiographs or the application of ionizing radiation for other diagnostic or therapeutic purposes. The Radiologic Technologists, the majority of whom are trained in hospital operated schools, are responsible for the management of the patient and the equipment to provide the proper radiologic examination or mode of therapy related to the patient's condition and the preference of the Radiologist. As knowledge in the healing arts continues to grow, the activities of both the Radiologist and the Technologist increase in direct proportion. As time and personnel are strained to provide maximum quality care to the patient, it becomes increasingly difficult to devote proper time for the presentation of the theory and demonstrations to the student of Radiologic Technology. Furthermore, the funds necessary to take advantage of the increased use of technology in teaching and learning are not always available to the hospital since this cost would also have to be borne by the patient.

If our hospital schools fail to train students according to the highest standards, the entrance of less than adequately trained personnel into the radiologic team results in further impairment of time and efficiency and a vicious circle is created.

The community and junior colleges could be of great benefit to this profession by providing a base for the proper teaching of Radiologic Technology to students, serving existing hospital schools and perhaps creating new schools where none exist now. It is also conceivable that students from areas of the state which could not operate such a training facility would attend these programs and return to their home areas, providing competent technologists for the practice of radiology in their locale. The staffing of the junior college based programs with professional, dedicated technologist-instructors could result in a consistently high quality presentation of Radiologic Technology at the theoretical and demonstration level.

The refinement of the staff level education Radiologic Technology is not the only answer to problems besetting our profession. The adequate presentation of the complex theory of Radiologic Technology will depend upon technologist-instructors skilled in the learner oriented art of communication and the application of technology to learning. The care of more patients, the expenditures of increasing amounts of money, the introduction of more sophisticated equipment, and the eventual evolution of more personnel into the profession will place a strain on the department which can be handled only by technologists skilled in techniques of management and supervision. The acquisition of skilled teaching and managerial technologists will depend upon a mode of education providing a better background in general education. Toward this end we are also seeking the help of the junior college system in providing baccalaureate oriented programs coupled with the theory and practice of Radiologic Technology. Such a junior college program will necessarily be longer than four semesters in length, but it will have the advantage of producing a qualified worker in the profession who can exercise some upward mobility to the baccalaureate program in Radiologic Technology to serve this need and provide an extension for continuing education to the motivated student.

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Teacher-Aide Program

Annabel C. Prescott

Teachers and teaching have changed as well as time around us. Teachers have changed in that many have changed in their sense of dedication to the profession. One of these changes has been in the use and acceptance of teacher-aides in the classroom. The tasks of the teacher-aide vary from school to school and from teacher to teacher. There can be no question but that the teacher-aide is fulfilling and performing an important place in today's education.

Overcrowded schools, overcrowded classrooms, and a continually broadening curriculum illustrate the need for the aide in the classroom to assist the teacher. Granted that there is a need for such a person in the classroom, it is only natural to look to the junior college to prepare individuals for the job of a teacher-aide. It becomes the responsibility of the junior college to carefully ascertain the best type of program to train prospective teacher-aides. The colleges must consider the following points and thinking:

1. Should there be uniformity of training and preparing teacher-aides?

2. To what extent, if any, should there be uniformity in the requirements for a teacher-aide certificate?

3. To what extent should there be uniformity of tasks assigned to teacher-aides who have attained such a certificate or degree?

4. To what extent, if at all, should there be a uniformity of expectation on the part of schools or administration securing the employment of aides as to what tasks should be expected of an aide?

Schools must look at the tasks of aides quite carefully. In turn, the junior college preparing teacher-aides must keep their program of preparation abreast of the changes and uses made of the teacher-aide. It is also the responsibility of the junior college to recruit students to enter these programs.

What is the best type of program for preparing teacher-aides? There are two divergent schools of thought on this.

1. One school feels that the program should be directed to preparing a stable body of aides who do not care to go on in preparing themselves to be teachers at a later time. The emphasis is placed on technical skills and are terminal in nature.

2. The second school feels that it is the challenge to the junior college system to stimulate and inspire students to go on and become a teacher on the professional level.

It is important also that junior colleges include in their program of preparing teacher-aides provisions for training teachers on how to best utilize the services of a teacher-aide. It is important that teachers not feel the aide is a threat to them in the classroom.

* * *

Illinois Regional Medical Program

Bryan Lovelace, Jr.

Mr. Lovelace explained how the Illinois Regional Medical Program had its beginning with other health programs started under President Johnson.

Some reasons for the establishment of regional medical programs:

1. The programs were started to look after patients with a history of heart disease and cancer.

2. The program called for the establishment of medical centers throughout the country to treat patients with these problems.

3. The law was passed with few restrictions to encourage local and area medical centers to do projects with little federal involvement.

4. There are 54 regions set up throughout the country for the medical programs.

* * *

Health Careers

Don C. Frey

Mr. Frey emphasized the interest the Health Careers Council has in community colleges becoming more involved in the training of individuals for careers in the health occupations. It was indicated that some of the state community colleges are already involved with health programs with the Illinois Regional Medical Program.

Criteria for granting operational funds to health career programs:

1. Projects must strengthen cooperation among various health related institutions within the area.
2. Projects which are in a significant way innovative (new kind of program or improvement of program).
3. Programs that promote the lateral movement and mobility of health workers.
4. Programs that offer refresher training and incentives to current inactive workers to resume employment.
5. Programs that show improved curricular and instructional techniques.

Mr. Frey pointed out that under the Vocational Education Amendments everyone must be considered educable. In his opinion, the community college is the institution to provide this kind of multi-level education in the health field area.

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Business Seminar

Chairman . . . . John Birkholz
Chairman, Division of Business, William Rainey Harper College

Panel:

George Cooper
Head, Business Education
Eastern Illinois University

Discussion

Recorder . . . . Vernon C. Bashaw
Chairman, Business Department, Elgin Community College

The Business Seminar Session was held in the LaSalle Room of the Pere Marquette Hotel, Peoria, Illinois, from 10:30 to 12:00 noon on Friday, May 9. Dr. John Birkholtz from William Rainey Harper College was the chairman of the meeting. Dr. George Cooper of Eastern Illinois University directed the discussion. Vernon Bashaw of Elgin Community College was the recorder.

Dr. Cooper summarized the results of the discussions that were held at the Northern Illinois Conference of Business Administration on January 31, 1969, at Triton College. The conference at Triton was an Articulation of Business Education in Higher Education in Illinois. Since only a few of those in attendance had been at the Triton meeting, most of the discussion centered on the Northern Conference Report.

A great deal of discussion concerned accounting courses. Representatives from the universities and private colleges in Illinois, who have met several times to set up what they think junior colleges should offer in preparation for accounting, seemed to agree that six semester hours of "principles" and possibly three semester hours of "cost" should be given in the first two years. Senior college people definitely don't approve of the one-semester courses in Intermediate Accounting being offered at some of the junior colleges. If courses in Intermediate Accounting are taught, they say, it is preferable that they be a two-semester offering.

However, those present from the junior colleges agreed that the curriculum in the junior colleges must meet the students' needs during their two years, and that the senior colleges must continue with the education they think is necessary for the last two years at the university. It was believed that the senior colleges could not dictate what the junior colleges should teach any more than the junior colleges have the right to insist on what the high schools should teach.

Junior college instructors would welcome courses of study or a list of basic requirements from senior colleges that would give the necessary background for the advanced courses. In this way, junior colleges would have uniform requirements, so that the students could continue without any noticeable set-back because they might lack the necessary background for advanced studies. Instructors from junior colleges agreed that there is a greater need in this area than in requiring certain subjects to be taught during various years.

More and more terminal students are planning to go on to the university. Even though it is expected that students will lose credits in transferring, it might be wise for senior colleges and universities to have courses follow these terminal programs with the possibility of accepting credits for credits.

Again it was the general opinion of the university professors that if one semester of law were taught in the junior colleges, the second semester should also be given at the same college.

The university representatives also see a need for the junior colleges to give a math course that meets the requirements for calculus. This math course would be a special course that would give the necessary background to equip the students for finance, marketing, and accounting programs. This course would prepare the students for definite needs in the above fields because they would learn less theory and more practical application of calculus in various studies.

All members present agreed that there is a great need for all of the university instructors to get together to understand their problems and also those of the junior college and to set up goals that would make it desirable for the student to continue education easily. Junior colleges are getting together and are setting up plans for improved and valuable curriculums for terminal and transfer students.

* * *

UNIVERSITY EXTENSION AND JUNIOR COLLEGE ADULT EDUCATION

Presiding . . . . .Frank D. Sorenson
Chairman of University Extension Committee
of State Supported Universities and Colleges
Coordinator of Extension, Western Illinois University

"Extension Education --
The Junior College Point of View" . . . . .Ashley Johnson
Dean of Continuing Education and Community Services,
Prairie State College

"Extension Education --
The University Point of View" . . . . .Frank D. Sorenson

General Discussion. . . . . Floyd R. Smith
Dean of Extension, Chicago State College

"Identification of Current Problems and Issues in Extension Education"
(Small group sessions -- to be arranged)

Reports of group sessions

Recommendations

Recorder . . . . H. Bruce Brubaker
Secretary of University Extension Committee
of State Supported Universities and Colleges
Assistant Dean of University Extension.
Southern Illinois University at Edwardsville

Two excellent presentations were made, one by Dr. Frank D. Sorenson, Chairman of the University Extension Committee of the State Supported Universities and Colleges and Coordinator of Extension at Western Illinois University, and one by Mr. Ashley Johnson, Dean of Continuing Education and Community Services, Prairie State College.

A common thread permeated the afternoon's presentations and discussions, namely coordination. Dr. Floyd R. Smith, member of U.E.C. and Dean of Extension, Chicago State College made a strong case for cooperation urging coordination of efforts and cooperation between the senior institutions and the community colleges. He stated that this can be done "through dialogue." Evidence of this desire for coordination appeared during the discussion which followed the presentations; certain agreements were reached:

1. It was the concensus of those present that the U.E.C. of the newly created Adult Education Division (name not finalized) of the Illinois Association of Community and Junior Colleges hold a joint meeting at the time of the Fall State Junior College meeting to determine a plan for permanent relations. (The U.E.C. members will discuss this matter at its July meeting.)

2. It was the concensus that the two groups should engender efforts at cooperation on title programs, both federal and state. Floyd Smith suggests taking this matter to the State Title I Committee, Higher Education Act.

3. Those present agreed with recommendation Number 5 made by Frank Sorenson and that it should be put on the agenda of the October joint meeting: "The establishment of area, or regional, councils, the membership of which would include direcots of Extension and Continuing Education from the two- and four-year institutions who would meet regularly -- say on a quarterly basis."

* * *

"Extension Education--The Junior College Point of View"

Ashley Johnson

As a preface to the remarks that I have prepared for this session of the conference, I would like to review several events, points of concern, and comments that have been made in the past two days which I feel have relevance to our topic.

Probably most significant is that at the IACJC Division Meetings yesterday afternoon, the Community College Deans and Directors of Adult Education, Continuing Education, and Community Services (we are still wrestling with the problem of selecting a name which can be used for our area of education) organized as a division of IACJC, and, thus, have taken the first step to establish some unity within our ranks. Dr. Robert Johnson, Dean of Continuing Education at Thornton Community College, was selected as chairman, and Mr. Maynard Boudreau, Dean of Evening and Summer College at Joliet Junior College, was chosen as recorder. One important function of the group will be to give assistance to Mr. Albert H. Martin, Associate Secretary, Illinois Junior College Board, whenever he requests our involvement in matters of adult education. Periodic meetings, plus programs at the fall and spring IJCB and IACJC conferences will also comprise the basic activities of this council.

During the Thursday afternoon meeting, each person had the opportunity to describe in detail the functions of his position and the types of activities included within the program under his direction. As an adult educator I am prejudiced, but I am certain that if any of you in this room, who were not with us yesterday, had heard these presentations, you would agree with me that of the three areas of responsibility within the community college, adult education without a doubt is the most extensive, most varied, most exciting, and provides the greatest impact to the citizenry of the district being served. Further, the men and women who direct these programs are second to none on the college staffs in terms of the degree to which there is community participation, two-way communications, creation of an atmosphere of cooperation, and promotion of the concept that the college is a community college, a people's college, a second chance college - not a second-rate college.

At both meetings yesterday, afternoon and evening, there were a number of expressed needs and concerns relative to community college adult education, but one of the most prevalent points throughout the discussions was that there should be an emphasis on the need for the four-year colleges and universities, and particularly the extension divisions, to become involved more extensively, and plan and implement educational services cooperatively with the community colleges. I am not implying that efforts are not now being made to work together, and I will have more to say about this later. In fact, the annual report of Adult Education in Illinois Community Colleges for 1968-69, which has just been released by Al Martin, shows a significant increase over last year in the number of people being served by four-year institution extension courses. At the meeting this morning on Urban Service Involvement, it was pointed out that not only is there a lack of communication between senior institutions and community colleges, but there was a rather bleak picture painted as to the relationships now existing between them, as well as to any possibility of these relationships ever improving. Even at their best, systems of communications leave a great deal to be desired, but I personally do not feel pessimistic about either the current communications or the relationships that exist between four-year extension division people and community college adult educators. I think that as we continue to communicate, cooperate, and coordinate that we will set the pattern that ultimately must be followed by all people at all levels of higher education. We are living in an age of change, and changes we all must make if education is to maintain its vital position as the primary base on which everything in America is founded. Much of what we say today will be contingent on changes in policy, procedures, philosophies, objectives, and, yes, even legislation, being made. Higher education is making changes every day - sometimes at gunpoint. Hopefully, out of this meeting will come recommendations that will materialize into patterns of action that will see us together providing a program of educational services that can be used as a model for every state.

When I observe the topic of my part of this session, "Extension Education - The Junior College Point of View," I wonder whether or not I should be making the presentation. You see, I do not represent a junior college. I represent a community college. In his statements of reaction to the presentation made this morning, Al Martin outlined a number of concepts that characterize the community college from the two-year liberal arts and sciences institution that is the prototype of the junior college, so I will not go into detail to repeat his statements. However, I would like to recommend that an attempt be made to eliminate the "junior" from all names and titles of institutions, organizations, and agencies that are in effect community oriented and are assuming the responsibilities of providing services within the areas of transfer programs, occupational programs, and adult education. Only then will the correct connotation be given to the purposes of the institutions that many of us in this assemblage represent. Also, I would like to expound briefly on two concepts of community. First, community does not only refer to a geographic entity - community implies functional groups as well. Second, I want to quote from a statement made recently by Dr. Kenneth Cummiskey, Project Director, W. K. Kellogg Foundation Community Services Project, in an issue of the newsletter "Forum."

"Community Service directors are asking themselves, how can we get what we have to offer out to those who should benefit from it? And they are coming up with all sorts of things from radio and television to mobile classrooms and storefront learning centers."

"The community service effort of an institution must be judged in terms of its impact on the community, in terms of how the community, or its citizens are better off or have changed behavior as a result of the service program. It is my feeling that the product that we as community service people want to deliver is the talent and resources of the college."

"Whether we use the members of the college faculty, employed individuals, specialist groups or truly representative advisory committees, we must get out to the people."

"Our first purpose out there is to find out who is to be served."

"Our second purpose is to find meaningful ways to serve them."

"Our third purpose is to take them the service or bring them in to the service."

"Our fourth purpose is to evaluate the results of our efforts and adjust our programs on the basis of what is learned."

The resources and specialist groups to which Commiskey refers are external to the community college, as well as internal. One of the most significant of the external resources is the four-year colleges and universities throughout Illinois - both state institutions and private schools. The State of Illinois will soon be blanketed with community college districts. I submit that if the various senior institutions and clusters of these community colleges within the regions surrounding the senior institutions begin working together and forming consortiums, that there will be throughout Illinois the same relationships established and services provided on a grand scale, that are now found within a substantial number of the community college districts themselves. By utilizing the systems of communications, public relations, cooperatives, and coordinating functions that presently either exist or are being established, an educational program might be so structured that the magnitude would only be limited by the imaginations of the team of adult educators from all levels who would be serving together. Most importantly, such an effort would give reasonable assurance that there would be minimal overlapping, competition, and duplication.

I was directed for this meeting to refer to certain extension services that can be provided to a community college district, and some of the problem areas that I have identified, and recommendations that I might make that could facilitate a closer working relationship between the four-year and two-year institutions. These are not given in any particular order of priority.

1. It has been our experience that there are a significant number of people who have earned degrees in various disciplines who now desire to fulfill their professional educational requirements for certification. However, in most instances, it is unrealistic for these people

to fulfill certain requirements within the existing policies of the four-year Departments of Education. The student teaching requirement seems to be the one which is most difficult for these people to complete. I would recommend that a procedure be developed in which these people could fulfill their student teaching requirement within their community and that the community college serve as the coordinating and supervising agency. Presently, there are residence requirements that a person must complete before he/she can be accepted into the student teaching program in the four-year institutions. I would recommend that resident credit be given for the off-campus courses that are provided through the extension division. I would also recommend that through meetings within the community college districts, and conducted by representatives from the departments of education, that people completing their professional education requirements have the opportunity to obtain information and guidance relative to a program that they could pursue to complete certification requirements. Also, during these meetings it would be possible to advise these students as to specific courses which would serve to fulfill any deficiencies.

2. I would recommend that cooperatives or consortiums of clusters of two-year institutions and four-year institutions be developed in order that both individual and collective needs could be met. Through such structures it would be possible to provide cultural impact programs within a reasonable financial structure. Whereas it might be financially prohibitive for one district to sponsor a complete program of cultural activities, a group of districts would be in a position to develop an effective program and thus share the costs.

3. Within the last few years there have been token efforts to provide training experiences for adult education staff members through federal grants, but there still remains a gross lack of programs within the departments of education to train adult education teachers. Since adult education is one of the most rapidly expanding levels of education, and since we can foresee that there will eventually be a need for full-time teachers of adults, I recommend that curricula be developed that would provide the opportunity for an individual to pursue a program in education with emphasis on adult education.

4. Since it is my opinion that there is a lack of understanding by chief administrators and boards of education as to the significance of adult education, I recommend that there be an effort to educate these respective groups. This could be accomplished through seminars and short term courses that could be planned and implemented by adult education theorists and practitioners.

5. Since there is a lack of counseling and information services, primarily for the non-student, I recommend that joint efforts be made to provide these services throughout the community college districts.

6. Within many of our community college districts there are large numbers of people who work within the business and industry complex. These people represent both management and labor. I recommend that more opportunities be made available through extension services to begin to meet the many educational needs of these people.

7. Since one of the most primary problems of extension education is the providing of instructors, I recommend that an effort be made to identify qualified people within the community college districts who could serve as part-time staff members of the four-year institutions. Too often I feel that this problem is the result of being "locked in" by requirements of particular paper credentials. Certainly, throughout most of the community college districts there are people who are both formally and informally trained, who would be able to fill many of the teaching positions which cannot be staffed by institutional personnel.

8. In view of the fact that there are so many institutions and agencies involved in the business of adult education, I feel that there is a need to determine that which is being done within the community college districts, and with the availability of this information, the community college could serve as a clearinghouse for information. This, also, would eliminate the possibility of much of the duplication and overlapping that now exists. I would recommend that the necessary research procedures which would have to be incorporated to achieve this task be pursued collectively by the four-year and two-year institutions.

I realize that much of what we can envision and would like to see become realities seems somewhat unrealistic at this time due to the archaic departmental and institutional policies and philosophies. As I indicated earlier, much of what we would like to see accomplished involves change, and I feel that it is our joint mission to do that which is necessary to bring about change. We must change and adjust if we are to accomplish those tasks to which we say we are committed, and if our philosophies of community service are sincerely stated. I am pleased and appreciative of the progress that we have been able to make to date as the result of working with the extension divisions of the four-year institutions within our region of the state. In addition to the basic structure of undergraduate and graduate courses which we have been able to offer our citizenry through several of these institutions, I would like briefly to outline two efforts with which we are presently involved that display that some of what I have stated can be achieved. Within the next week we are meeting with a number of labor organization leaders to begin to develop a dialogue with them and to determine whether or not we can begin to serve any of their educational needs. This effort, in the main, will be the result of working cooperatively with representatives from the University of Illinois Extension Division Department of Labor and Industrial Relations. Subsequently, I am hopeful that together we can begin to provide services which will meet the needs of these groups.

At a recent meeting of members of the extension division staff at Northern Illinois University and adult education directors from several community colleges in northeastern Illinois, a program was developed which will allow these institutions to offer a course in School Law during the fall 1969 semester. The members of this consortium will be working together to provide interested people from each of the districts the opportunity to enroll in this course. Through such a collective arrangement we will be assured that at least one section of this course will materialize.

I am hopeful that by the completion of this meeting we will be able to arrive at a mutual understanding of our problems and concerns and that together we can move in a direction toward solution that will be based upon agreement and compatibility, and thus, by such an example, show to the chief administrators, traditionalists, and state boards and committees that we can provide a program of education which will utilize the maximum number of our resources and talents which we have at our disposal.

* * *

Extension Education - The University Point of View

Frank D. Sorenson

As I began preparing my paper for this discussion today, my thoughts returned to the events leading up to this landmark session. Recollections of more recent events were pushed aside by my memories of earlier experiences with these activities called "adult education," and/or "extension." The longer I pondered my own past experiences, the more philosophical I became.

Memory preceded memory until I had transported myself back in time to my first "extension" experience. It was during my senior year in college when it was necessary for me to enroll in an evening class in basic and advanced physiology --in order to be graduated, I might add--conducted through the extension division.

My schedule during the day was such that I was "forced" to journey down the darkened campus walkways with my arm around a book instead of a girl. Unthinkable! Colleges and universities, and most certainly the faculty and students therein, were meant for classes held in the daytime. Light, streaming through windows like pencils, should certainly be coming into the room from the sun outside reflecting off books, desks, and test tubes, not eminating out from the room illuminating the lawns, trees, snow and lovers, while others toiled within. Why did the one day time class section have to be scheduled when I had an irrovocable conflict? Why couldn't a second section of the class have been scheduled during the day at a more convenient time?

But, such was my lot that year, and I made the best of it. I was graduated, and within less than one short year, several other teachers, my wife and I attended an organizational meeting of a graduate level extension course scheduled for the small Nebraska town in which my wife and I were teaching. My sophomoric philosophy toward holding classes in the evening was suffering!

We needed 15 hardy souls to register and only 13 made an appearance. We asked what could be done, to which we were told that we could drive to the campus (50 miles away) and take the course. When we complained that we taught for the good of mankind (and a living) during the day, we were told that the on-campus section of the class was held at night. Hooray for the compassionate ivory tower! My former sophomoric philosophy had crumbled to dust!

Two years later my wife and I moved to the campus of the State University and I enrolled in evening classes, while teaching full-time, until my graduate work was completed. During this time, I sat in classes with others like myself, some of whom drove 188 miles, round trip, twice a week to work toward their degrees.

My first job after graduation found me in a public school administrative position in Iowa, where shortly, on Saturday mornings I drove 30 miles to Iowa Wesleyan College to teach elementary science methods to a class of 19 undergraduate level students. The average age of the class was approximately 45 years.

For the first time, a concept of extension (or adult education) classes became crystal clear to me. The classes for working adults had to be scheduled for the student's convenience, and if an institution recognizes and accepts its commitment to lifelong learning, this aspect of scheduling of classes is a high priority item not to be tampered with.

I hope you will forgive this highly personal chronology of the formation of one person's insight into the necessity for extension and adult education classes. However, two threads intertwine throughout. First, that there will always be persons thirsting for knowledge, whatever the motive, and second, institutions of higher education must consider the needs and convenience of the student and not the needs and convenience of the institution. An extension or adult education course is actually an extension of the on-campus academic department or individual, but it has to have someone to whom to extend.

If evening on-campus and off-campus classes for employed adults are established with a base of sound information, and if proper publicity announces the course, the students will be there!

In fact, most of us in extension are able to service only about 50% or less of our requests because of lack of time by the faculty to teach the class.

However, I have digressed and should return to my original point. After I was hired by Western Illinois University with the arrangement of off-campus courses as my main duty, I became involved in the Illinois University Extension Committee. Membership on this committee includes the deans and directors of extension from the two state colleges and the six state universities and is a subcommittee of the Joint Council of Higher Education.

In December of 1965, I attended a meeting of the Northern Illinois Adult Educator's Roundtable. The junior college system under the Master Plan was just coming into being. Most of the conversation at this meeting, made up largely of adult educators from public school districts, centered around whether or not the junior colleges were going to take over, or "grab" the existing programs from the public schools. A majority of the group seemed very threatened about the possibilities. I think they have been proved wrong.

However, the University Extension Committee did not share this view. One of the guidelines expounded in the statement of philosophy of the U.E.C. concerns whether or not there are other agencies or institutions with the capability of offering a requested course. Incidentally, there are enough copies of the U.E.C. statement of philosophy for each person here today, and we would like for you to take one.

The U.E.C. has always been very desirous of working in cooperation with, not in competition against, the junior colleges.

On October 9, 1967, Dr. G. Robert Darnes, Mr. Albert Martin, and Mr. L. Everette Belote met for a lengthy discussion with the U.E.C. Since that date, the U.E.C. and the joint Council of Presidents authorized the Junior College Board to designate a representative to the U.E.C. meetings, and I can only recall possibly one meeting since, when Dr. Darnes was unable to be there.

In almost every one of our meetings, we all encouraged the idea of a joint meeting by the groups from the two-year and from the four-year institutions. We are very happy for this occasion and hope for the continuation of like meetings.

At this point, please permit me to shift to another train of thought.

It has been aptly said by Dr. Robert Pitchell that there is nothing more powerful than an idea whose time has come. The idea of adult and continuing education, which had its birth in Ryslinge, Denmark, in 1851, is an idea whose time has come. This idea has grown to include evening colleges, off-campus degree credit courses, in-service credit courses, credit-free courses, short courses, institutes, correspondence courses, consulting activities, conferences, residential center courses and even courses on a world-wide scope.

However, extension and continuing education programs are not courses and other activities--they are people. People who are motivated for some reason or the other to spend a period of time away from the family to obtain new knowledge. Extension and continuing education programs are also people who have a commitment toward the betterment of society and service to the residents of communities. These people are you and me and others like us!

The director of extension or continuing education who looks upon his work as merely a job and an office will certainly not last long or even deserve the title of his position.

In this present day, in this state with over 11 million people--the fourth largest in the nation--every effort must be made by you and me, and others in similar positions, to attack our work with dedication and foresight.

However, there are innumerable forces acting upon our institutions in such a manner as to overwhelm and confuse the director of extension and continuing education. These forces can be categorized for our purpose as general forces and specific forces.

Dr. Wilson Thiede enumerated some of these general forces three years ago. Please permit me to quote him.

> First, there is the knowledge explosion--a 35-year old person today is dealing with technology that was unknown during his undergraduate collegiate career. It is not comforting to realize that most people in the technical professions will have to retrain four, or five, or even six times during their careers.
>
> Second, the government of the United States has moved in a dramatic way to use adult education to solve the ills of society.
>
> Third, the increasing educational level of the country is going to present an enormous natural growth of the clientele of higher adult and continuing education.
>
> Fourth, the remaining elements of society continually increase their expectations of continuing education.

Certain, more specific forces are acting upon adult and continuing education programs in Illinois. First, many industries conduct their own in-service programs. However, the need for expertise from the faculties of two-and four-year institutions to conduct industrial in-service programs is growing by leaps and bounds.

Second, the boards of our public school districts are inserting incentive increments into salary schedules for the completion of additional college-level credits.

Third, the office of state superintendent of public instruction provides compensation of various means to secondary school and junior college districts for certain types of programs--adult basic education, programs for teachers of the gifted, and others.

Fourth, the federal government is providing funds for a whole myriad of programs--and most of these have provision for teacher training.

Fifth, the United States Department of Vocational Education provides funds for reimburseable programs.

Sixth, Title I of the Higher Education Act provides funds for the conduct of various types of programs.

Seventh, the newly created Educational Professions Development Act provides funds for upgrading of skills of persons in the education professions.

Eighth, the Illinois Budgetary Commission is studying the whole area of funding of extension and public services in our state-supported institutions.

Ninth, the Illinois Community Service and Continuing Education Council is also studying the entire realm of continuing education in Illinois. This group is a subcommittee of the Board of Higher Education and will make recommendations to the board concerning continuing education and its funding in Illinois within a year.

Tenth, the universities are taking a look at their own operations and devising recommendation.

Eleventh, junior colleges, along with the executive staff of the Junior College Board are operating under certain guidelines of procedure and reimbursement for programs.

Twelfth, the directors of extension and continuing education of privately supported institutions in the state are working with legislative committees right now to establish scholarships for part-time students--namely extension and continuing education.

Thirteenth, the establishment of cooperative graduate centers, such as in the quad-city complex, is gaining momentum, this center involves a consortium of both private and public institutions from the states of Illinois and Iowa.

I am sure there are several other direct forces acting upon our continuing education and influencing the daily and long-range approach we as professionals take in programming.

As Dr. Stanley Robinson, Dean of the Division of University Extension at the University of Illinois, and National President of the National University Extension Association, has said so many times, "We must establish priorities." We as professional educators are called upon not only to arrange for and provide academic courses for certain groups, but also, we are called upon to solve problems and find solutions within the framework of our positions. A herculean task!

I would like to recommend one overall priority for the divisions or departments of adult education, extension and continuing education of the two-year and four-year institutions in Illinois--that of finding methods and avenues of liaison and cooperation among ourselves in programming.

With all of the pressures, alternately pressing and tugging at us from all sides, we as individuals cannot hope to meet all of the demands. We cannot be all things to all people.

A moment ago I mentioned that extension and continuing education programs are made up of people. If your division or mine is asked to conduct a program, we first have to determine the availability of a competent member of the faculty. This task becomes acute in credit-free programs. As I have said earlier, the extension program is really an extension of the academic department, or in the case of a credit free program, the extension of the competency of an individual faculty member.

We as professionals are faced every term with refusing to conduct a course for which we can find no person with competency in that subject area, and we must continue to resist the temptation to assign a course to a faculty member who does not have adequate background in the subject. Again, I am speaking about both credit and non-credit courses. Extension and adult education programs in the United States have been traditionally enrollment oriented. It is time we became quality-oriented.

Now let's turn for a few moments to the factors which impel change that are closely related to our institutions.

First, increasingly coordinative or cooperative activities on a regional or national basis are being inaugurated. For example, the aforementioned quad-cities graduate center.

Second, in a number of states there is a trend toward the coordination of all continuing education programs in the state, Illinois is one of those states.

Third, new methods of outreach from the universities are being developed. This is also true of the junior colleges.

In an issue of the Illinois Education Association discussion topic paper, Dr. Kenneth Edwards, President of Illinois Central College, points out that the 34 junior colleges of Illinois are experiencing a flourishing growth, but a few need to embrace the concept of comprehensiveness, and moreover, the junior college must also embrace a commitment to service for the residents of the district.

I have seen dramatic evidence of this commitment in many junior college districts.

Herein rise my recommendations:

First, I agree with Dr. Morton Shanberg of the College of DuPage and Dr. Robert Johnson of Thornton Junior College that the junior college consider itself responsible for the coordination of adult education and community service activities within the district.

The Director of Adult Education at the junior college is much more in touch with the needs of the community than a director of extension from a university 50-100 miles distant.

I also agree with Dr. Ashley Johnson that the junior college can efficiently and more appropriately arrange for sites, facilities and other details.

I also agree with Dr. Donald Johnson of Bradley University that all of the adult, extension and continuing education for a community be presented in a "package" announcement or brochure.

Second, I recommend a two-way liaison between the local junior college personnel and the personnel of the four-year institution. For example, a citizen contacts the junior college dean concerning a graduate level course; or, a person contacts the four-year institution concerning a junior division level course. Each of the members of the two institutions should be contacting one another.

Third, I recommend that cooperative arrangements be made so that certain senior level courses be offered on junior college campuses for advanced sophomore students.

Fourth, I recommend cooperative pressure to resist some of the recommendations based on misconceptions about the funding of continuing education programs. There are those who insist that even credit courses be operated on a system of financial self-support. If this is sound thinking, why are the regular on-campus day classes not operated in the same manner. This is contrary to the philosophy of public education.

Fifth, I recommend area, or regional, councils, the membership of which would include directors of extension and continuing education from the two-year and four-year institutions who would meet regularly--say on a quarterly basis.

Sixth, I recommend more joint meetings, such as this one, on a statewide basis. The members of the Illinois University Extension Committee would be more than happy for this type of arrangement.

Seventh, I recommend that the junior college directors of adult and continuing education form a statewide committee similar to the Illinois University Extension Committee. The U.E.C., which is made up of deans and directors of extension and continuing education from the two state supported colleges and six state supported universities, meets quarterly and the agenda is always more than full!

Eighth, I recommend that if a junior college group is formed, that you develop a statement of philosophy to act as a guiding hand.

Ninth, I recommend that the junior college institutions consider very seriously membership in the National University Extension Association. I say this because I definitely feel that the junior colleges deserve the NUEA, and the NUEA deserves the Illinois junior colleges. Also, I'm state membership chairman and you'll be hearing from me in the near future.

Tenth, I recommend that channels of communication be opened for professional growth. The personnel of the four-year institutions need to know the needs and philosophies of the junior college personnel and the junior college personnel need to know what the personnel of the senior colleges can do for them.

Eleventh, I recommend that the immediately preceding recommendation be one of the main topics during the discussion periods which will follow soon.

Yes, adult and continuing education is an idea whose time has come. I hope we are all geared for it in order to provide the best service.

* * *

SEMINAR SESSIONS

Teacher Preparation (Career Programs)

Chairman. . . . . Edwin G. Fitzgibbon
Chief, Technical Occupations, Board of Vocational Education and Rehabilitation

"The Junior College Teacher and Career Programs" . . . . Henry T. Boss
Associate Professor-Teacher, Education and Curriculum
Southern Illinois University at Edwardsville

"Junior College Teacher Internship Program" . . . . Donald J. Tolle
Associate Professor, Department of Higher Education;
Associate Director, Ford Occupational Instructor Project
Southern Illinois University at Carbondale

"Guidelines -- Junior College Teacher Preparation" . . . . . . David H. Heller
Member Committee "Q" -- Board of Higher Education
and Dean, Loop Campus -- Chicago City College

Discussion

Recorder . . . . .Clifton Matz
Assistant Dean, Career Programs
Parkland College

Today a part of the game in teacher preparation is to place the blame at the feet of the university and the lack of relevancy of its offerings. While these are valid points there are a number of programs that are doing an excellent job. Still, too many university programs are nothing more than dressed-up secondary teacher training programs. The Ford project as conducted by Southern Illinois University and the St. Louis junior college district has uncovered new sources of instructors and has identified effective guidelines for pre-service junior college teacher education.

* * *

The Junior College Teacher and Career Programs

Henry T. Boss

There is a great deal of indefiniteness as we approach this topic. We are dealing with an institution that is still seeking an appropriate definition. We have not as yet defined the junior college student, who, on the one hand, is so varied in his characteristics that it is difficult to establish a "typical" one, while on the other hand is so surprisingly alike in aspirations, behaviors, and even background. We have not gained agreement on a clear definition of what is a career program and we are not certain that it should be termed "career"! We have not yet developed a broad appreciation of the need for technical or career education, and the tremendous opportunities that it affords students and future students who are now moving through the junior and senior high schools.

From such a discouraging beginning I would like to express a positive reaction to the title of our portion of this program which does not directly state "junior" college career teacher." I mention now and will elaborate later that all junior college teachers require the same basic preparation, perhaps more than is commonly supposed. They then move to their specialty or discipline. This gives me an opportunity to make a similar pitch for the junior college student. In the student's preparation program, we need to avoid immediately tracking them into a specific curricula, i.e. college-parallel, career, technical education. Are they really that different?

You cannot discuss teacher preparation programs without discussing the student. Certain students will study and work under teachers of career programs. These students have more characteristics in common with their fellows in other curricula than differences. They deserve instruction of equal quality. It is important that we prepare well-qualified instructors who will teach junior college students in career programs who have a real potential for their appropriate fields and who are deserving of programs equal in stature to the remainder of the curricula. If we can accept a commonality of characteristics in all junior college students, as well as similarity in their initial course work upon entrance, then we should look toward a teacher of career subjects who will approach his responsibilities in the fashion of all junior college teachers.

We need teachers who are well-prepared in certain basic requirements for junior college instruction, teachers who will become master teachers with a readiness and ability to change in a responsive environment. Because of this element of change and this indefiniteness that exists in the junior college movement, the way is open for much individuality . . . in junior colleges as they seek teachers and in teacher preparation institutions as they prepare junior college instructors. However, because our society is so mobile and junior college teachers, new and otherwise, should be free to seek appropriate positions anywhere, there must be some commonly agreed upon components in a preparation program that can be accepted by both junior college administrators and teachers.

Permit me to place a halo around the heads of all present and future teachers of career programs. Looking into the not too distant future, we can expect the vast majority of the student population during their immediate two years following high school to be enrolled in a junior college. With our favorite institution preparing youth for almost all jobs, we need only to apply the general consensus that our nation's work force requires from three to a dozen semi-professional, technician, "career" type back-up positions for each professional with a bachelor's degree or higher. Simple arithmetic will tell us that once proper and effective guidance is successful, there will be vastly more students in our junior colleges preparing for career, technical and middle-level man-power jobs than those headed for upper division studies. In view of the accepted higher costs for furnishing the materials and facilities of instruction for career programs, teachers of these subjects will be responsible for greater dollar investments and support extended by our taxpayers. In short, the teachers of career programs will be in the majority sitting on top of by all odds the greatest expenditure of public funds.

Properly oriented we can now approach a consideration of a desirable preparation program for teachers of now students in the "now colleges." In an environment of change with this certain indefiniteness, can we at the moment package an academic two-year graduate program? Our junior colleges need teachers now. An additional year is a long time in terms of present pressures. I recommend that we retain a two-year preparation concept that includes, initially, a one-year master's with emphasis on the teaching discipline, college equivalent or career, followed by one or more years of organized in-service experiences within each junior college. I find considerably less agreement on what constitutes the sixth year program than the fifth year, the master's. Here is an opportunity for regional and state universities to team up with the junior colleges that they serve and develop in-service programs aimed at preparation for the more specific instructional responsibilities. A joint effort such as this will afford opportunity for desirable two-year or six-year programs to develop through experimentation, research and evaluation. Afterall, parties concerned are satisfied with the components of such a program, they can be wrapped up into a more sophisticated, academic package. It is in order to state what is being increasingly accepted, that the first year of graduate work should include (1) a majority of its hours in the discipline or teaching field, (2) training in teaching skills and the development of a consciousness for the junior college and its accepted philosophy, and (3) an internship or teaching experience in a junior college.

Although I have emphasized the logic of common areas of preparation for all junior college teachers, including teachers of career courses, I should outline my conception of desirable preparation for an instructor in junior college career or occupational programs. In so doing I must reemphasize that this more specific preparation is of no greater magnitude than the specific preparation of teachers of mathematics, science and foreign language. Here are the competencies which I feel should be achieved by junior college teachers who will teach career courses:

1. This person should know the community junior college philosophy, its aims and objectives, its place in our American society and in the educational systems of our country.

2. He must know and understand the technical subject matter of his specialty or concentration. This would be both course work and weighted work experience.

3. He must know and understand principles of learning and teaching along with an ability to use instructional media as a part of teaching method. There is a rather definite "learning style" that a career, or technical student demonstrates and a knowledge of this a teacher of career courses must have. This all must lead into an internship or controlled teaching experience.

4. He must understand technological, economic and social changes and their implications for his area of specialization.

5. This person must understand human development processes and maintain a high degree of skill in human relationships. This appears to be needed to a greater degree than is the case for teachers of college-parallel students.

6. He needs to know, understand and be highly proficient in evaluation, measuring the product of his teaching in the world of work and the community.

7. He must develop an ability to relate teaching activity to the community and to draw upon community resources for instructional improvement.

The foregoing indicate both common and specialized competencies. The areas where more variation exists for the preparation of junior college teachers of career programs should be mentioned.

1. Weighted work experience may be given more recognition now than at some future date when more formal type course work may have incorporated some of the work experience.

2. The role of the community has a greater bearing upon career programs and the teacher's responsibility for the utilization

of the community and for interpreting the pressures that this proximity brings.

3. There is a greater need for human relationship skills because this teacher must relate to many more people than just students and the immediate faculty.

4. We must recognize that "verbal aptitudes" that are demonstrated so readily by teachers in the scholarly and academic areas are really no more important and significant than other valuable aptitudes that a teacher of career programs must have, such as being able to teach the operation of a delicate mechanism to a student who, through no fault of his own, has a very poor background in the language arts and reading ability.

Now, to recapitulate and recommend. . .

We are in the midst of indefiniteness and disagreement as regards the junior college, student characteristics, desirable faculty preparation and so forth.

Therefore, we should not be too quick to adopt, with general nationwide agreement, a definite preparation program for junior college teachers, including those who will teach career students.

We note an increase in agreement that all junior college teachers must have a considerable amount of common preparation, and a considerable amount of specific preparation for their disciplines.

Therefore, junior colleges and universities must work together in this interim period to insure sufficient junior college teachers for the immediate present and develop optimum programs for the foreseeable future.

To prepare junior college teachers of career or occupational curricula as well as all curricula, I feel that a concentration on the master's program is in order with an immediate follow-up of well-organized in-service activities developed through the cooperation of junior colleges and universities. Cooperation has been and is much in evidence throughout our state and at this fine conference. I am confident that junior college leaders and university specialists are the team that can get the job done.

* * *

GUIDELINES - JUNIOR COLLEGE TEACHER PREPARATION

David H. Heller

The projected needs for community college instructors is most staggering. In 1964 the junior colleges of Illinois employed 3,400 instructors. Today there are 4,525 instructors teaching in Illinois community junior colleges. It is estimated that there will be 7,000 instructors employed by 1976 and that this number will increase to 9,500 by 1980. There are now 100,000 staff members employed by the 1,000 junior colleges in the United States. The number of junior colleges in the United States is projected to increase to 1,500 employing 150,000 staff and having a need of 10,000 replacements.

There are 75 to 100 universities offering programs which prepare community college instructors. The majority of these are conventional pre-service graduate programs offering M.S., M.A., Ed.D., and Ph.D. degrees. Of the Illinois colleges and universities, Southern Illinois University has a program for the development of career staff; Northern Illinois University concentrates on the development of business staff; Illinois State University offers a program aimed at the development of the administrative staff; and the University of Illinois offers programs in administration and student personnel.

Studies of existing programs show a need for greater articulation between the university and the community colleges to develop programs that are more meaningful. There is a need for degrees such as MAT (Master of Arts in Teaching) and AM (Advanced Masters).

The Committee on Teacher Preparation for Illinois has set down six guidelines for program content which are as follows:

1. For academic programs a minimum of an M.A. or M.S. degree with a major in the subject field to be taught.
2. Philosophy, purpose and function of the community junior college.
3. Structured to permit continuous progress through the Master's through the Ph.D. degrees.
4. Instruction in the maximum innovative use of resources and methods.
5. Internship.
6. Provisions for advancement to degrees for staff having years of occupational experience.

The American Association of Community Junior Colleges has established the following as guidelines for the development of pre-service programs:

* History of the community junior college.
* Learning theory.
* Curriculum theory.
* Guidelines and counseling.
* Administrative procedure.
* Characteristics of students.
* Practice teaching.
* Innovative teaching.
* Educational hardware.

- * Evaluation techniques.
- * Common study
- * Interdisciplinary facets.

To meet the diversity of instructional challenge as demanded within the junior college movement, it is often necessary to depend on personnel that have not had formal preparation but have entered the profession "by accident," staff that have been employed to provide specialized instruction should be involved in a well defined in-service program. I recommend the following guidelines for such a program:

1. History and philosophy of the community junior college.
2. The study of the legal basis of the operation of the community junior college.
3. Familiarization of the community. This should include such topics as employment opportunities, student potential, and the social economic aspects.
4. Orientation to college.
5. Student services.

Staff recruiting should give consideration to early recruitment. This is especially necessary to attract representatives from ethnic groups. Along with early identification, it is necessary to provide intensive upgrading programs as a continuing facet of an on-going in-service program.

* * *

Internship at a Community Junior College: The Better Route to Entry Teaching

Donald J. Tolle

For many years as a junior college dean, I damned the universities rather, generally for giving virtually no special attention to the preparation of those planning to go into junior college teaching as a career. After limited experience as a part-time or full-time faculty member at three universities, and as an observer at others, I see little reason to withdraw that condemnation.

Universities and junior colleges both are responsible - if unequally so - for the paucity of graduate programs designed effectively to prepare community college teachers. Academic departments of senior institutions for too long in too large numbers have been encased in an almost impenetrable shell of self-delusion concerning the value of their master's programs for the development of junior college teachers - if they have given thought to the question at all. The probable fact is that most such curricula are designed primarily as stepping-stones toward admission to narrowly focused, research-oriented doctoral programs - not as vehicles for the special preparation of community college teachers.

On the other hand, I have become convinced that a great many junior colleges themselves are to be indicted for allowing this situation to continue. The destinies of the universities and the junior colleges are bound up in each other -

they need each other for very obvious reasons. But it has become increasingly apparent that certain needs of each will not be met adequately unless the junior colleges provide leadership to the universities in significant respects. "If you can't take Mohammed to the mountain, etc." in this case translates: "If university people don't get out into the junior colleges to find out what the real needs are that they should be serving better, then junior college people had jolly well better hie themselves into the universities to express these needs in no uncertain terms, especially as they relate to university curricula which are supposed to be preparing teachers well for the junior colleges."

Unfortunately, many junior colleges (but, happily, still a minority) encourage the universities in their belief that the usual departmental master's degree is fine preparation for teaching in two-year institutions. I refer here to those junior colleges which proudly assert that they will accept as instructional faculty members only those who have a minimum of the master's degree in the subject to be taught - and thus in one simple statement accomplish two things:

1. Place their full reliance upon traditional master's degree programs which frequently have a different purpose in view than preparing junior college teachers, and

2. Rule out of consideration many excellent teachers who have a master's degree not earned in the required subject area department; but, nevertheless, have a significant graduate concentration in the subject to be taught.

It seems reasonable, for example, that a person with a master's degree in English who also wants to teach history should be able to teach history if he takes an appropriate concentration in history. It seems to me that an unreasonable requirement has been placed upon this person if he has to take a full second master's degree in order to teach history in addition to English (or instead of English). And the same reasoning applies to various subject areas - technical, "academic," or what have you.

In my judgment it is unreasonable - perhaps ridiculous is a more accurate term--for either universities or junior colleges to give undue attention to the name of the degree instead of to the building of the basic competence to teach. And basic competence for teaching in junior colleges means far more than subject matter specialization alone, as important as all of us would agree that is. Even if one were to accept the doubtful premise that the master's bagful of subject-area courses makes a person well-prepared to teach, the important question still remains: "Would he not be a far better teacher if he had understandings beyond the subject itself, whether it be English, mathematics, electronics or whatever?"

I won't attempt in this brief presentation to describe some idealized, unrealistic program for the preparation of junior college teachers - unrealistic, that is, because too few people would spend the time necessary to gain all of the good educational experiences that could be considered desirable in the development of community college teachers. I do want to present for your reaction a master's program that we have at Southern Illinois University in the Department of Higher Education. It probably stands somewhere between the traditional subject matter master's program which doesn't spare a nod in the direction of the community college and one which would be better but not yet attainable. I emphasize that this master's program provides good minimal preparation for beginning junior college teachers. I do not suggest that it is the only or the ideal route to junior college teaching.

In his recent book, This Is the Community College,[1] Ed Gleazer stated that there would be substantial agreement among those in the community college field as to the elements needed in a good graduate program to prepare teachers of the academic transfer courses in junior colleges. "But for the occupational programs, " he said, "different patterns of experience may be needed. The going becomes somewhat difficult at this point, though, because very little headway has been made in determining the best ways to qualify faculty for the occupational programs. One of the most promising developments is the Occupational Instructor Project at Southern Illinois University, a joint project of the Junior College District of St. Louis - St. Louis County and of SIU supported in part by a grant from the Ford Foundation."

The project to which Dr. Gleazer referred is now entitled Community College Cooperative Internship Program. It is designed to accommodate both those who plan to teach specialized occupational courses and those who will teach general education courses included in occupational curricula. It provides an opportunity to gain, before employment, an understanding of the philosophy, objectives, and organization of the community college and the post-secondary technical institute.

Eligible candidates are those who plan to teach students in the occupational programs of community colleges and who fulfill one of the following educational requirements: has a bachelor's degree in an academic subject area commonly included in the general education portion of a curriculum for occupational students (e.g., English, mathematics, biological sciences, physical sciences, social sciences, or psychology); or has a bachelor's degree in an occupational field appropriately related to agriculture, business, engineering and industrial technology, health, or public service or has two or more years of college-level work (but less than that required for a bachelor's degree) in an appropriate occupational or academic curriculum.

Each person's program is designed to culminate in a master's degree. Of the 48-quarter hour minimum requirement of the master's program, 60% of the courses are in the subject area, 15% in community junior college and technical and industrial education, and 25% in a one-semester teaching internship experience under the supervision of a "master teacher" on one of the three campuses of the junior college district.

The master's degree may be taken in any appropriate department of the university, including the Department of Higher Education. In each case, however, in addition to 29 or more quarter hours in the subject area, the following courses must be taken as a part of the degree program or in addition to it:

The Community Junior College (4 q.h.)
Principles and Philosophy of Industrial, Vocational, and
    Technical Education (3 q.h.)
College Teaching Internship (12 q.h.)

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[1] Gleazer, Edmund, This Is the Community College (Boston: Houghton Mifflin Company, 1968), pp. 118-120.

The Master of Science in Education degree program for the preparation of junior college teachers in the Department of Higher Education requires the above 19 hours plus at least 29 in the subject area (32-36 recommended), and a research paper in the subject field. A similar program is available in the Division of Technical and Industrial Education. In other departments, all or part of the specified 19 hours may have to be taken beyond the usual departmental degree requirements.

The subject area concentration of the master's program is planned in conjunction with the subject area department, and an effort is made to select those courses which provide the best background for teaching specific courses at the junior college level.

The community junior college course is designed to promote understanding of the comprehensive purpose of the community junior college and to provide a realistic orientation for those planning to teach in a junior college. The technical and industrial education course gives attention to vocational education and the importance of occupational students and their programs. Too many teachers in junior colleges consciously or unconsciously still regard the transfer students as the only "really" important ones, and these two courses help to change that attitude.

The research paper is on a topic in the subject field which is related to the student's planned area of competence for junior college teaching.

The internship is a comprehensive, one-semester experience which includes the following elements:

a. Responsibility for teaching two classes in the intern's subject field throughout the semester and under the supervision of a teacher at the junior college district.

b. A twice-weekly seminar of the interns, dealing with problems of the internship and relevant community college topics. The seminar is coordinated by the project director in St. Louis, and he and key junior college staff members participate in discussion sessions with the interns.

c. Several visitations to the classes of other teachers to observe them in action and to gain ideas from them.

d. Participation in departmental and general faculty meetings.

e. Visitation in all of the major operational areas of the college (such as Registrar's Office, Student Personnel, Business, etc.)

f. Special studies involving student problems.

g. Visits to local industries and businesses which may be related to the intern's subject area.

All in all, we regard the internship experience as valuable and comprehensive, and this belief is borne out by the evaluations of those who have completed it.

During the quarters a project student is on campus at SIU in his master's program, he serves as a graduate teaching assistant in the subject area department, paid through the project budget and at the same rate as other teaching assistants in the department. The teaching assistant wages currently vary from $225 to $270 per month. To the extent that it is feasible in an individual case, the student also serves at least one quarter as a teaching assistant at the SIU Vocational-Technical Institute, since this plan provides the means by which he can be in contact with associate degree technical students and programs in a teaching relationship before he goes to St. Louis for the internship. During the semester's internship in St. Louis, each project student receives a $2000 stipend, for which he is actually under contract to the junior college district. The only financial aid available through the project budget for participants below the master's level at SIU is payment of the difference between in-state and out-of-state tuition for out-of-state students. However, undergraduate students in the program are as eligible as any others for the usual forms of financial assistance available at the university (scholarships, loans, student work, etc.)

In ending this presentation, I would like to express two or three personal hopes that I have regarding the preparation of community college teachers:

1. I hope that SIU can work out with several community colleges in the state, arrangements for an internship experience similar to the one described here. The Community College Cooperative Internship Program is to be planned on a continuing basis, since obviously the Ford Foundation did not plow in a half-million dollars on a one-shot proposition. Ford financing expires on June 30, 1971, and a new source of support will take some planning and institutional cooperation. I hope that in increasing numbers in the state and nation, universities and junior colleges will design cooperative programs similar to the one described here. Possibly federal grants are attainable, but I suspect that universities and junior colleges need to develop relationships of this kind as an integral part of their regular programs and budgets.

2. I hope that many academic departments at SIU will find it possible and desirable to give attention in their master's programs to the special preparation of junior college teachers--with certain important common elements included.

3. I hope that SIU will develop an intermediate degree program--such as specialist--for the further preparation of junior college teachers and other junior college personnel. Recognition of a degree (not just a certificate) between master's and doctor's is almost sure to gain increasing and widespread acceptance nationally.

To conclude let me read a statement from Christopher Jencks' and David Riesman's The Academic Revolution:

> These (public community colleges) recruit many of their faculty from the public schools and many others from former teachers colleges, hire relatively few Ph.D.'s from major graduate schools, show comparatively little deference to professional academic opinion about how an institution of higher learning should be run, and consequently teach both subjects and students whom most scholars regard as worthless.[2]

Ed Gleazer's response is: "The major assignment of the community college is to extend educational opportunity. We now have two million students in our system. You wonder what would have happened to them without community colleges."[3]

I hope that the community colleges will continue to do those things that are desperately needed, and without undue deference to "professional academic opinion about how an institution of higher learning should be run." The occupational programs are one important answer to serious national problems, and the preparation of good teachers for students in these programs is a vital necessity. Through rational cooperation between the universities and the community colleges, there is hope that the need can be met.

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Music

Chairman. . . . . J. Albert Kindig
Chairman, Music Department, Thornton Junior College

Discussion Leader . . . . .George P. Makas
Chairman, Division of Humanities and Fine Arts, William Rainey Harper College

Discussion

Recorder . . . . William Hall
Chairman, Division of Fine Arts, Illinois Valley Community College

The Music Seminar Session was called to order by J. Albert Kindig, Chairman of the Music Department at Thornton Junior College. He announced that Dr. Blakely, Chairman of the Music Faculty of Southern Illinois University at Edwardsville was not able to attend this session meeting. Dr. George Makas, Chairman of the Division of Humanities and Fine Arts of William Rainey Harper College was introduced. He led a panel discussion covering the efforts of junior colleges, four-year colleges and universities in Illinois to articulate their respective music programs. The discussion centered around the following abstracts of bulletins issued by Dr. G. Robert Darnes concerning conferences on music articulation.

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[2] Quoted in U.S. News & World Report, "Community Colleges - New Frontiers in Education," May 5, 1969, p. 64.

[3] Community Colleges - New Frontier in Education," U.S. News & World Report, May 5, 1969, p. 64.

"In February, 1968, Dr. G. Robert Darnes met with representatives of four-year institutions in the office of the Illinois Junior College Board in Springfield. The purpose of the meeting was to discuss problems in articulation relative to junior college music programs. The agenda included a consideration of (1) the percentage of the associate degree in music to be applied music, (2) amount of college credit to be given a 30-minute lesson per week per semester, (3) guidelines for faculty load for music instructors, (4) percentage of the associate degree to be in music literature and/or history, and (5) an associate degree program in music that would transfer as the first two years of a bachelor's degree in music.

After reviewing the programs offered by the senior institutions present, it was agreed by the group, that with the wide variety of music offerings in the state, junior colleges were in need of curriculum guidelines. Concensus was reached on the following:

(1) A teaching load of 20 clock hours in applied music would constitute a faculty load.

(2) There was unanimous agreement to recommend that junior colleges give two hours' credit for one 30-minute lesson."

There followed a discussion of point number 2 above. It was pointed out that not all senior institutions grant two hours' credit for applied music. All transfer credit is granted by audition. Each student is placed in applied music according to his own proficiency. Students transferring with one hour applied credit will gain credits when transferring to an institution which grants two hours for applied music. Conversely, students transferring from schools which grant two semester hours for applied music may lose credit in transferring to institutions which grant only one hour of credit for applied music. A point in favor in giving two hours credit for one 30-minute lesson is that it gives a more realistic picture of the student's work load. Under this system, a student would have more time to practice.

Recitals were also discussed. It was generally agreed that recitals should be required for applied majors but not for music education majors.

Abstracts of Bulletins, continued:

(3) An associate in arts degree program in music was recommended by this group in that this program with good counseling would articulate and transfer to all institutions. The program included: English composition, 6 semester hours; music theory, harmony, and sight singing, 12-16 semester hours; music literature, 3 semester hours; applied music, 10-14 semester hours; and humanities and liberal arts, 27-29 semester hours. In addition, students must pass a proficiency in fundamentals of music before being admitted to the transfer program at the junior college, and they must be informed that transfer of credits in theory and applied music is subject to audition and evidence of ability in performance."

Point number 3 above was discussed. It was felt that music history at the sophomore level is needed to develop a knowledge of musical style. It was pointed out that this might overload the curriculum. Some senior institutions now offer three hours of music theory combined with three hours of an introductory music history course. Other institutions are experimenting with this approach. Would a junior college introduction to history course transfer to an upper division school? The representatives of the upper division schools agreed that credit would be allowed on the basis of a proficiency examination. It was pointed out that 41 state colleges in Illinois offer a course in music literature in the first or second year. It was felt that this course might serve as an introduction to music history. It was felt that there is a great need for a course to prepare the student for junior level music history.

The question of transfer of ensemble credits was raised. Some senior institutions allow four hours total credit for ensemble. Others allow a total of two semester hours for ensemble credit. In any case, the transfer student must still participate in ensemble regardless of the amount of credit which he has accumulated. Students who are not music majors may or may not be granted elective credit for ensemble, depending upon the policy of the senior institutions to which they transfer. It was pointed out that the state now requires applied music as a part of the music major program. It was recommended that senior institutions could greatly help community colleges by supplying specialists in applied areas. Some graduate schools are planning post-master programs in applied music. Students in these programs might possibly do intern teaching in community colleges. This ended the discussion regarding articulation.

Mr. Kindig reported that the results of a survey on music in higher education in Illinois will be available soon. More than 40 four-year institutions participated in this survey.

Mr. Kindig also raised several questions as a result of the recent M.E.N.C. meeting in Fargo.

(1) Should the community college offer a terminal degree in music covering such subjects as band instrument repair, piano technician's course, etc.?

(2) Should the community college offer adult education courses in music for church choir directors, elementary teachers, and other adults in the community?

(3) Should the community colleges offer music workshops and applied lessons for elementary and high school students?

(4) Should the community college offer concert series, recitals, and university extension courses in music?

It was reported that the District I Theory Survey will be sent out soon.

Regarding the questions raised at Fargo, the group agreed that community colleges should offer continuing education courses as the need arises. There should be a balance between transfer courses and community service courses.

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The Junior College and Urban Service Involvement

Chairman. . . . . .Phillip R. Walker
Assistant Dean, Continuing Education, Parkland College

Panel:

James M. Banovetz Project Director Associate Professor of Political Science Northern Illinois University	Albert H. Martin Associate Secretary Illinois Junior College Board
Cameron W. Meredith Professor of Education and Assistant to the Vice President for Area and International Services, Southern Illinois University, Edwardsville	Salvatore G. Rotella Dean, Occupational and Special Programs Director of Public Service Institute Loop Campus - Chicago City College

Discussion

Recorder. . . . . .Robert F. Baker
Director, Continuing Education Division,
Highland Community College

Dr. James M. Banovetz, Project Director, introduced the seminar participants to the research report. He stated that various aspects of over 100 institutions of higher education in Illinois were examined to determine the extent to which these institutions are involved in the urban problem-solving process and to determine the role and function of these institutions of higher education in the emerging urban scene.

Mr. Peter Fugiel, Associate Project Director, briefly described the methodology used to gather data. Techniques used included a prequestionnaire, a collection and review of college catalogs and interviews. Interviews were conducted to further refine and/or clarify the data gleaned from the prequestionnaire and the review of college catalogs. Various service involvement functions of institutions of higher education were identified and these institutions were then ranked based upon the amount of their urban service involvement. Mr. Fugiel stated that most junior colleges ranked rather high.

Dr. Banovetz continued by stating that most institutions of higher education are not adequately equipped to do the job as far as urban involvement is concerned. He concluded that most institutions of higher education in Illinois were not making the impact on the urban scene that they should be making. In addition, urban involvement is a peripherial concern for many institutions. Dr. Banovetz was concerned that most courses dealing with urban problems are found only at the graduate level. It was his opinion that courses in urban concern and/or problems should be introduced in the early stages of undergraduate study. He saw a gap in communication between people in community leadership positions and the leaders in higher education as the major obstacle to junior college involvement in the urban scene.

Following the remarks of Dr. Banovetz and Mr. Fugiel, these comments were made:

(1) In many respects the junior college is a pawn of the university.
(2) In many communities the junior college is experiencing a feeling of isolation in that there is difficulty in determining whom the college should contact in the community with reference to community problems and urban service involvement.

Following a brief recess, a panel was formed to continue the discussion of the junior college and urban service involvement. Mr. Albert H. Martin, Associate Secretary, Illinois Junior College Board, presented various quotes depicting the relationship of the junior college to society. In summary, his remarks were directed to the point that the junior college should act as a catalytic agent to stimulate action within the community. Mr. Martin pointed out that the junior colleges are still in a honeymoon stage and now was the time for them to get actively involved in community services program.

Dr. Cameron W. Meredith, Professor of Education, Southern Illinois University, emphasized the role of the community college in providing short courses for various communities within the larger community. He saw short non-credit courses for training parents, community leaders, law enforcement officials, etc., as the vehicles by which lay people can be used to counter community problems. Dr. Meredith also stated that most institutions of higher education shut the majority of women out of the educational process.

Dr. Salvatore G. Rotella, Dean, Occupations and Special Programs, Chicago City College, Loop Campus, stated that various community agencies need the community and junior college's services. He viewed the junior college's responsibility as shaping needs and giving these needs meaning because society cannot articulate its needs. Dr. Rotella viewed the lack of outlets for trained people as a major problem. A program should not be developed until there is a commitment on the part of the agency that positions will be made available and graduates will be accepted.

The session was summarized by Dr. Walker when he stated that within a given community there are a number of agencies involved in providing community services. In many cases these agencies are not aware of what others are doing in the community. The junior college can provide a vital service by acting as the clearinghouse for community information concerning the community services available.

* * *

Developing Admission Policies for Two and Four Year Colleges

Chairman. . . . . Lehymann F. Robinson
Chairman, Committee on Admissions and Records
Joint Council on Higher Education
Assistant Director of Office of School and College Relations

"Institutional Responsibilities and Transfer Students"

David B. Raulston
Dean of Guidance and Registrar
Triton College

Eugenie Walker
Director of Admissions
Northern Illinois University

Discussion

Recorder . . . . Barbara E. Schefelbein
Registrar, Illinois Central College

Lehymann F. Robinson

Mr. Robinson gave a short history of the activities of the Joint Council on Higher Education in Illinois. Some of the duties listed included: advisors to the State Legislature, advisors among institutions, support of articulation, support and production of publication "Higher Education of Institutions in the State of Illinois."

Mr. Robinson then explained some of the activities of the Sub-Committee on Admission and Records of the Joint Council. Their concerns are to make recommendations on transfer of credit, and working on maintaining a pool of information on foreign students, and to work with organizations as IACRAO.

* * *

Eugenie Walker

Transfer students from two-year colleges and their problems have been with us for some time.

The report of Task Force B is encouraging and indicates that we have made tremendous strides but must remember that conditions change.

One of the biggest accomplishments in articulation is awareness of problems. Other accomplishments are: big improvement in financial aids and scholarships and the Council on Articulation. The Master Plan gave us a push. There is some data exchange and research going on; there are publications for transfer students and early admission for transfer student. This has all developed in the last few years.

There is further work to do. Only 17 percent of the four-year schools give early evaluation to transfer students. Transcripts are sent with no indication of status, academic or disciplinary, with ambiguous information, or cluttered with more than we care to know.

Numbering of courses is confusing - which are terminal courses and which are transfer type?

There is departmental reaction on four-year campuses to what they consider as "watered down" courses and too much major work being done on the two-year campuses. The departments are increasing requirements.

What about disadvantaged students, gifted students - forgiveness factor, honors programs, testing? We must give some thought to a different orientation session to meet the needs of transfer students, and an early registration for them so that classes are not closed to them. Transfer students need to be aware of application, housing, evaluation, and registration deadlines. Communication is needed as to the advantages to staying longer at junior colleges for the degree. We need a statewide booklet for high school students. We need to indoctrinate high school students to our timetable. Another area that needs attention is adult education, College Level Examination Program (CLEP).

How do we handle a 50 percent increase in enrollment in two years with limited funds? Can we afford to continue matching course for course? So much to do in so little time.

* * *

Developing Admission Policies for Two- and Four-Year Colleges

Lehymann F. Robinson

My part of the program will consist of reviewing with you some of the activities of the Committee on Admissions and Records of the Illinois Joint Council on Higher Education. Before discussing the activities of the Committee on Admissions and Records I would like to provide you with information concerning our parent group, the Joint Council on Higher Education. Information concerning the Joint Council on Higher Education will help to establish the atmosphere within which the Committee on Admissions and Records exists. The Joint Council on Higher Education consists of the Presidents of the State Universities in Illinois. These include, as you know, eight institutions with eleven separate campuses; three at the University of Illinois and two at Southern Illinois University. The Council began in the 1940's. The idea was to provide coordination of the then existing state-supported institutions. This was, as you know, before the legislative inactment establishing the present Board of Higher Education. The Joint Council during that time assumed many responsibilities including serving in an advisory capacity for higher education in the State of Illinois. Since establishment of the Board of Higher Education, the agenda for the meetings of the Joint Council on Higher Education are considerably different. The Joint Council is now more concerned with institutional relationships and working on statewide problems of general interest to the various state-supported institutions. The Joint Council has been able to formulate collective opinions concerning activities affecting higher education in the State of Illinois and provide advisory service to the Board of Higher Education. Other types of activities of the Joint Council include:

(1) Provided 50% of the support of the Council on Articulation. Some of you were at yesterday's meeting of the Council on Articulation and you know the nature of the problems considered by the Council on Articulation.

(2) Another function of the Joint Council on Higher Education is to provide support for production and distribution of the publication, "State Universities in Illinois." The bulletin is prepared under the direction of the Pre-College Counseling Committee composed of representatives of the

state universities and the Illinois Association of Secondary School Principal.

(3) The Joint Council also provides the cost of administering the County Scholarship Program.

Presently, Dr. Eric Johnson, who is Vice President at Illinois State University is the Chairman of the Steering Committee of the Joint Council on Higher Education.

The broad activities of the Committee on Admissions and Records require the same spirit of cooperation as that which exists within the parent group. For example, neither the presidents nor the institutional representative on the Committee on Admissions and Records are forced or required to either support or not support or act or fail to act on any subject presented to the group. However, by working together on problems of mutual concern, positions which can be formulated and agreed upon are usually very helpful to the institutional representative. Usually, the Admissions and Records Committee meets three times a year; fall, spring, and summer. Meeting places are rotated among institutions and institutional membership is representative of the admissions activities as well as the records and registration activities within each of the various institutions. Mrs. Eugenie Walker is presently the Chairman of the Admissions subcommittee and Dr. Robert Karabinus is the Chairman of the Records and Registration Subcommittee.

The most important point for me to make today is to emphasize the activities of the Admissions and Records Committee which relate to junior college admissions. We have a number of problems which require the best efforts of Admissions and Records personnel in both the junior colleges and the four-year institutions including public and private. You may be interested to know that as early as 1966 the Committee was charged by the Joint Council to re-examine policies concerning transfers and acceptance of credit from junior colleges. Some of the recommendations made at that time include:

1. The public four-year colleges and universities of Illinois should have a consistent policy concerning the recognition of transferable credit from the state's junior colleges.

2. Credit earned at all state junior colleges, public and private, which are either approved by the State Junior College Board as Class I institutions or are regionally accredited by the North Central Association, will be acceptable for admissions purposes and evaluated without further validation. Credit earned at Class I institutions which are not regionally accredited will be accepted on a provisional basis determined by the four-year institution involved.

3. Whatever criteria a particular senior institution may employ in determining the admissibility of junior college transfer students, they should be consistent with criteria used in deciding the admission status of applicants from all other colleges and universities.

4. In order that transfer students may receive equitable treatment in competing for housing, financial assistance, and the like, the senior institutions should begin to admit admissible applicants on at least a provisional basis no later than the beginning of their last term prior to transfer.

Last year the committee made the following recommendations which were received by the Joint Council on Higher Education. The Council will refer the recommendations to the appropriate administrative officers at the various institutions.

Recommendation #1

The Committee on Admissions and Records recommends that the Illinois Joint Council on Higher Education ask each of its member institutions to consider adopting in principle the following admissions policy for transfer students from Illinois junior colleges:

> "Transfer students from Illinois junior colleges who have completed, with a "C" or higher grade point average for all of the previous college work, the associate degree in a curriculum designed to be preparatory to the curriculum the student expects to enter at the university, and who have completed the general education requirements of the junior college from which the associate degree was awarded, be considered as having met the freshman-sophomore general education requirements of the university department to which the student is applying.

Each junior college should be requested to specify its general education requirements for each of the baccalaureate oriented curricula for which the associate degree is awarded in order that four-year colleges and universities can more easily compare the general education requirements at each of the junior colleges with their own general education requirements.

Recommendation #2

The Committee on Admissions and Records recommends that the member institutions of the Illinois Joint Council coordinate the subject matter conferences conducted by state universities for junior college faculty members, and that the Joint Council member institutions appoint a person from each campus to meet with the representatives of other institutions to prepare a proposal for coordinating the subject matter conferences conducted by the member universities for junior college faculty members. Upon approval by the Joint Council the proposal should be presented to the appropriate junior college agencies for suggestions, approval and dissemination.

The committee has conducted studies of validation of admissions criteria, testing, and activities related to admission and retention of students. The committee was instrumental in establishing a statewide testing program. It has coordinated college day and night programs and has adopted guidelines for participation in such programs. The committee has exchanged information concerning enrollment and has made informal attempts at deployment of students among institutions when spaces in a particular program at one institution are filled but vacancies exist at other institutions.

One problem which has received considerable discussion but little action is a central pool for the evaluation of credentials received from foreign institutions. This problem may become more meaningful as more foreign students attend the community colleges and later transfer to four-year institutions. Several years ago the committee discussed the cooperative high school-college relations plan. Initially, the committee would simply coordinate dates for on campus activities and identify key persons on each campus who would be responsible for coordinating such activities. Last year a number of regional conferences were held by joint arrangement with the state universities. Several junior colleges participated in some of the regional conferences. The committee has worked closely with the Illinois Association of Collegiate Registrars and Admissions Officers, the Illinois Junior College Board, and other professional organizations.

Major benefits derived from the regular meetings of the Admissions and Records personnel in the various state-supported institutions are many. But, the greatest single benefit is that we who are responsible for Admissions and Records at the state supported four-year universities get to know each other and develop more appreciation for our counterparts in the other institutions. I hope that we, if nothing else, will get to know each other a little more and develop among the four-year institutions and the junior colleges a spirit of cooperation which will facilitate smoother transition among students in two- and four-year institutions.

I shall now turn the presentation over to Mrs. Walker who will present and lead discussion concerning junior college transfer admission problems of concern to admission officials in four-year institutions.

* * *

Developing Admissions Policies for the Two-Year College

David B. Raulston

The business of admission to college is one with many deep emotional implications; to hear parents speak of college admissions is to be reminded of the strong social and economic pressures which affect a student's choice of and admission to college.

America's private colleges have developed the art of selective admissions to a fine point. Sophisticated statistical techniques have been developed to calculate a student's likelihood of success, to insure a proper social and geographic distribution among the student body, and to isolate what at least one university in the Chicago area refers to as "OUR TYPE" of student.

The growth of the public and land grant universities seemed for a time to hold some promise for making higher education generally available to all the children of all the people, but increasing numbers of students and intensified pressure upon students to attend college has made many states hesitant to attempt to create enough dormitory rooms to house all who wish to continue their education beyond the high school.

Mr. Robinson and Mrs. Walker have spoken of the pressures of enrollments upon their institutions and the standards expected for admission to our public universities. But what of the problem of admission to Illinois public community colleges? Is the public community college the ultimate answer to what Dr. Howard Bowen, of the University of Iowa, likes to call "the tyranny of numbers"? Is a stated open-door admission policy the answer to our danger of an "educational elite" based upon test scores, class ranks, and financial ability?

A fast reading of House Bill 1710, 74th General Assembly, 1965, does not reveal the entire scope of our problem:

> The Class I junior college districts shall admit all students qualified to complete any one of their programs, including general education, transfer, occupational, technical, and terminal, as long as space for effective instruction is available. . . .

That, at least, takes care of one of our problems. It appears all we have to do is find a program which we offer that a student can complete, and we may proceed with establishing the data file, send out the letter of acceptance, and welcome the student with open arms into the college.

But, the issue becomes more involved as we read further:

> . . . After entry, the college shall counsel and distribute the students among its programs according to their interests and abilities. . .

And, the final blow:

> . . . Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs. . .

This raises some questions immediately: Who is now admitted to our state universities? And which semester? While we have some fairly clear statements in some of our university catalogs, making reference to specific ACT scores and definite class ranks, at least two of our universities include additional remarks such as: "Some students in other categories may be considered for admission only for the winter or spring quarter or for the summer session." "High school graduates who have been out of school one year or more may apply for admission in any quarter regardless of rank in class; if in the lowest one-third of their class they may be admitted only on final probation." My favorite catalog states that admission to the university is granted based upon ". . . such important characteristics as intellectual curiosity, leadership potential, character, and special abilities, AS WELL AS UNIVERSITY ENROLLMENT QUOTAS." (Emphasis mine; wording by one of our universities.)

Probably no one in this room would differ sharply from the philosophy of the Board of Higher Education in defining the responsibility of the junior college to . . . "develop and experiment with programs especially designed to aid the under-educated student of post-high school age to prepare as speedily as possible for transfer to senior institutions at the junior level or for entry directly into employment from technical and semi-technical programs. In every way necessary, the testing and counseling services of the junior colleges should be adapted to determining the interests and potential abilities of the under-educated and to counsel such persons to enter programs which their interests and potentialities indicate a reasonable chance of successful completion."

Putting these together and condensing somewhat, our assigned task is to admit the student, if there is the ability to complete any program offered by the college, and to counsel and distribute the student to the program in which there is a reasonable chance of success.

What of the student who doesn't like where he gets distributed? Is our commitment to the student's right to fail? What is our basis for distributing the student into a remedial program when he insists upon a program where our never-failing intuition, superior counseling training, and mature judgment tell us he has a slim chance of success? Where do we hide when this student arrives armed with lawyers and representatives of the American Civil Liberties Union? I predict when this time comes we must have some pretty sound statistical basis for making our classifications. We all, I am sure, conduct follow-up studies of our transfer students. Our state universities do a thorough, conscientious and capable job of furnishing information as the progress of our transfer students.

Any community college which has been in business for a few years can "point with pride" to a number of its highly successful transfer students. A recent example from our own institution springs readily to mind - a student with a 5.00 average in engineering at the Urbana campus of the University of Illinois. And all of us can with reason feel proud of those students who transfer successfully and fill our follow-up studies with figures indicating that if they survive some varying amount of "transfer shock" in their first semester that they tend to have a reasonable chance of surviving and graduating. It is perhaps a very important part of our nature, however, that we do not study with as much care those students who enroll in one of our "transfer" programs, attend for a semester or two, and simply disappear into the great wide world. The November, 1966, "Survey of Enrollment in Institutions of Higher Learning in the State of Illinois" shows a total of 45,528 freshmen enrolled in public junior colleges. A year later the 1967 report shows these 45,528 junior college freshmen have become 18,361 sophomores, only 40% of the previous year's total. For the public universities, their 34,346 freshmen have become 22,739 sophomores, or 66% of the previous year's total. There are some advantages, obviously, to selective admissions. To this point, we may, of course, hope that this reflects the influence of the one-year transfers. But our dreams fall away when we see the 1968 report. The total number of juniors in all public universities is 22,616, a figure which is 99% of the university enrollment of sophomores in the previous year, but only 55% of the total junior college and university sophomores. Naturally, these figures representing juniors do not reflect the fact that many junior college students are in occupational programs. But can our total output of vocational students account for a loss of 18,484 students between the sophomore and junior year? If so, our hospitals would be crawling with medical specialists, our industrial plants would be richly supplied with high-level technologists, our newspapers would not be filled with advertisements crying for data processing personnel. Our task then seems to be that of refining our processes of distribution.

If organizations such as this wish to improve the future of the junior college, we might spend more time identifying the characteristics of the non-transfer student and less upon those fairly well-documented cases who do make the transition. We need to know who these non-transfers are, what kinds of abilities they possess, what are their goals and aspirations, and what motivates them to enroll in our junior colleges. But most of all, we need to know what causes them to leave the junior colleges. By this I don't mean the form the student fills out when requesting withdrawal from school, most of which it seems to me, always tend to fall in a limited number of "socially acceptable" categories:

(1) Outside work
(2) Financial need
(3) Moving to ______? etc.

Has any student in your recent memory ever written: "I am withdrawing from college because I do not know what I am doing here; I do not seem to be able to find any class in which I can succeed, and nobody seems interested in hleping me"? Let us stop for a while basking in the sunshine of our successes and have the courage to face up to the remainder of our students.

As for the occupational student, we are directed to "counsel students to enter programs which their interests and potentialities indicate a reasonable chance of successful completion." I have attended at least four meetings in the last five years, and one summer institute for technical schools and area vocational schools all of which attempted to deal with those characteristics of students entering into post-high school occupational curricula. At least three of the meetings and the institute either avoided the problem completely, or provided some data which included such course groupings of students that it was difficult to draw any conclusions on a student's likelihood of surviving in a particular program?

A larger question might be what we would use as a working definition of "reasonable chance of success." Should we encourage a student to enter a program in which students of similar ability had only a 50/50 likelihood of success? Or must we try to assure him that he has at least a better than average chance? Or should we merely present him the facts and let him establish his own level of risk? These lines of risk are not difficult to draw. A profile of students entering into a specific program, might be established on a state-wide basis. At Triton we have done some preliminary work in this area. Our technical and vocational programs have been advanced as the solution to the non-academic high school student. While they may offer an attractiveness based upon specific job goals and more concrete applications of learning than on liberal arts program, when a technology curriculum is set up to include the expected math, communication skills, and supporting science courses, what are we then able to do with the student who has been identified by the university as "not a good academic risk?" Some of our results based upon a four-semester study of students entering into particular curricula are:

Curriculum	GPA AT WITHDRAWAL FROM TRITON Lower Half of Class	 Lower 20% of Class
Real Estate	1.51	1.48
Secretarial Science	0.67	----
Supervision	1.11	0.76
Mechanical Drafting	1.71	1.34
Electronics	1.89	3.28 (1 student)
Business Management	1.41	1.17
Auto Mechanics	1.85	1.68
Architectural Drafting	1.20	1.14

These figures alone are enough to dispel the theory that the solution to the student who is not a success in high school is to enroll him in an occupatioanl curriculum. On the basis of these figures, it would seem that in the technologies, at least, a student's chances of survival may be little, if any, better than in an academic program.

We must, without doubt, continue such research on a local level. I think there is no doubt that it must be continued on a state level. With a pool of such information available to every counselor, we would be better equipped to "counsel and distribute" students.

The junior college is, and should remain, a high risk institution. We are I believe prepared to work with those who do not have a high potential for academic success. But sooner or later we must have the courage to face ourselves and consider whether we have found the magic touch which allows us to fulfill the dream we seem to have in such an ample quantity: that each student has within him the capacity and the will to succeed. I think we must all believe this in some degree, or we would not be in the junior college.

But slong with this dream, let us prepare to face the simple fact that for the majority of our students, it is not enough that our programs be college parallel -- they must be college supplementary. Somewhere, sometime, the student in the 30th percentile, with an ACT composite of 16 must receive some very, very, special assistance. It is not enough to believe in him; it is not enough just to believe in the community college. To paraphrase Bettelheim, "Faith is Not Enough."

I suppose what I am saying can be summarized simply: The problem in the community college is not the development of a policy or who gets in the door; the problem we face is that of realistic appraisal of student chances for success and the development of specialized programs of supplementation, remediation, enrichment, or that special care which may assure our students that they are not on a one-way ride to oblivion.

Such programs exist; the problem is the courage to recommend and assign students to them; to advise students to attempt a reasonable load; to counsel students about outside involvement in work, community affairs, etc., and to develop those financial aid programs which do not penalize the student who attempts to make his own way.

Maybe "Faith is not enough" but with a proper combination of faith in our students, combined with realistic appraisal of potential, and the full utilization of presently known techniques for assistance of the slow-developer, we can perhaps reach our full potential as an educational institution.

The Revision of Building Application Forms to Facilitate Completion

Chairman . . . . Floyd C. Tompkins
Associate Secretary, Illinois Junior College Board

Discussion Leader . . . . Edward F. Bartz
Architect, Hellmuth, Obata and Kassabaum, Inc., Belleville, Illinois

Panel:

William G. Cummings
Architect, Perkins and Will Partnership
Chicago, Illinois

Richard B. Jensen
Dean, Administrative Services
Prairie State College

Henry I. Greene
Director of Development, Parkland College

Recorder . . . . Dean W. Kessler
Dean of Business Services, Lincoln Land Community College

Mr. Tompkins expressed hope that the "free discussion" to follow would result in a better understanding of the reasons for the Application Form, of the many problems involved in any building program and of the participation by the Junior College Board, Board of Higher Education, I.B.A. and, in some instances, the Federal Government.

After a brief introduction by Mr. Tompkins, each member of the panel summarized his personal experiences with the various problems pertaining to building programs.

Mr. Bartz reported that a committee composed of architects, Mr. Tompkins and staff have been meeting for approximately a year for the purpose of reviewing and revising the Construction Application Form. Some progress has been accomplished as the original form consisted of 32 pages as compared to the present form of 19 pages.

Mr. Cummings related his experiences with the I.B.A. and suggested that results are best when the I.B.A. communicates directly with the college or the Junior College Board regarding additional information for a particular project.

Mr. Jensen and Mr. Greeneexpressed the view of the College administrator regarding the need for coordination between those planning program development, architects planning the facilities and the various state boards to which reports are submitted.

Copies of the Building Application Form were distributed to all present along with suggested changes to the IJCB-5 (5-68) "Application to Receive State Funds." A question and answer period followed during which time each page was reviewed.

It was the consensus of those present that they not only had a better understanding of the actual Application Form but also of the reasons for the requested information and of the many problems connected with junior college construction.

* * *

Mathematics

Chairman . . . . William L. Vanicek
Faculty, Morton College

Panel:

Patrick Thompson
Faculty, Rock Valley College

Lewis H. Coon
Associate Professor of Mathematics
Eastern Illinois University

Discussion

Recorder . . . . .Charles James Buckhart
Faculty, Carl Sandburg College

Due to a conflict with another statewide mathematics conference, The Illinois Section of the Mathematics Association of America, the seminar session at Peoria was very small. During the discussion, the panel shared seven of the resolutions proposed by an articulation conference at the campus of Bradley University and sponsored jointly by the Illinois Junior College Board, Illinois Section of the Mathematics Association of America, and The Men's Mathematics Club of Chicago.

Several of the resolutions were discussed, but, due to the smallness of the group, none was voted upon.

* * *

Adult and Continuing Education - Community and Public Services

Chairman . . . . .Albert H. Martin
Associate Secretary, Illinois Junior College Board

Recorder . . . . Maynard Boudreau
Dean, Evening and Summer College, Joliet Junior College

After the appropriate introductions of the chairman and the recorder, Mr. Martin invited each person present to introduce himself.

Mr. Martin then asked the group to express problems of major concern in adult and continuing education that Dr. Robert Johnson, Thornton Community College, could present at the IACJC meeting at Danville on October 16 and 17.

Major areas of interest from the group were:

1. Explanation of federal programs applicable to adult and continuing education at the junior college level.

2. State legislation related to adult and continuing education in junior colleges.

3. Revision of the "Standards and Criteria" applicable to adult and continuing education programs in the junior colleges.

Dr. Kenneth Beasley, Coordinator of University Grants, Northern Illinois University, discussed for the group the federal grant programs presently in operation at the state universities under Title I of the Higher Education Act.

A general group discussion of the following operational concerns was led by Mr. Martin.

1. Offering of both credit and non-credit courses by adult and continuing education programs and the reimbursement for these programs presently offered by the State Junior College Board.

2. The allowance of state apportionment money for students who audit credit courses.

3. The question of granting credit for "trade school" courses or programs. It was generally agreed that this was an institutional problem.

4. Adult and continuing education faculty was discussed by the group. Most members felt that training was needed in the broad concepts of adult education in addition to specialization in distinct areas. This could be accomplished through in-service training programs, university courses related to adult education, and possibly certification of teachers for adult programs.

5. Adult and continuing education programs for minority and disadvantaged groups. The discussion emphasized the importance of programs for community leader development, of involving community leaders at all levels, a program based on real needs, and the use of neighborhood facilities.

6. The problem of restrictions on regular junior college faculty teaching overload courses in the evening.

7. The problem of recruiting qualified teachers for specialized areas of instruction.

8. The importance of providing counseling service to adults enrolled in evening programs. The group felt that full time counselors should be employed after 5:00 p.m. for adult students.

Mr. Martin distributed copies of the "Survey of Adult Education Services in Public Junior Colleges in Illinois" conducted by the staff of the Illinois Junior College Board, spring, 1969. This was the second annual survey of Illinois public junior college adult education services. Thirty-three college districts operating in 1968-69 are included in the survey. Thirty-two districts reported as single operating units. Chicago City College reported as eight campuses. Therefore, the data reported represents the adult education offerings of forty campuses. The only Education Television program, included in the data is the adult education course What Price Tomorrow? conducted by the T.V. College of Chicago City College. Twenty-nine campuses offer 1,117 credit or non-credit courses to 10,107 students at extension center locations off campus. In addition, sixteen campuses cooperate with four-year colleges and universities in offering upper-level undergraduate and graduate courses. A total of sixty-eight university credit courses were offered with 1,411 students enrolled.

All forty campuses provide evening college credit courses. Thirty-four campuses offer a sufficient number of courses so that a student can obtain a degree in most areas of study by attending evening only. Approximately 47,250 students are enrolled in junior college credit courses, with a full-time equivalent enrollment in evening credit classes of 16,400 for the spring semester, 1969.

Six college districts offer 161 adult high school credit courses to 1,295 adult students. These courses can be used for high school credit through special arrangement with underlying high school districts.

Thirty-four campuses offer non-credit courses in the areas of refresher programs in academic areas such as mathematics, English, reading, etc. also courses in secretarial skills, industrially-related courses, hobby, recreational, home economics, and investment counseling courses. The credit hour full-time equivalency for non-credit courses for the second semester 1968-69 is approximately 2,300, exclusive of hobby and recreational courses for which credit hour equivalency is not reported.

Twenty-four campuses offered educational programs for business, industry and/or professional groups. Eighteen campuses offered education service programs for community and governmental agencies.

Twenty-nine campuses provided 113 cultural or public information programs including lectures, music, films, art forms, drama, fine arts, dance and ballet and travel.

Thirty college campuses employ an administrator of adult programs whose sole or major responsibility is in the area of adult education, community services and/or evening college. There are 1,779 part-time and 100 full-time teachers employed for adult instruction.

A complete copy of the Results of Survey of Adult Education Services in Public Junior Colleges in Illinois may be obtained from Mr. Albert Martin, Illinois Junior College Board, 544 Iles Park Place, Springfield, Illinois, 62706.

* * *

Engineering

Chairman. . . . . Warren F. Burstom
Chairman, Division of Natural Sciences, Highland Community College

Discussion Leader . . . . H. L. Wakeland
Associate Dean of Engineering, University of Illinois

Discussion

Recorder. . . . . .Larry D. Gentry
Dean of Academic Affairs, Southeastern Illinois College

The discussion began with expressions of concern regarding the higher mathematics and physics necessary for a junior college pre-engineering program e.g.,

> due to student attrition in such a program prior to advanced math and physics, such courses are very expensive;
>
> the different engineering special areas and their concomitant differing requirements make junior college student transfer to a junior level very unlikely in some areas;
>
> the relationship of junior college physics to senior college statics and dynamics course requirements may necessitate acquiring additional physics credits for some junior college transfer students.

Further discussion revealed a number of different means of response to junior college transfer students were employed by the senior institutions represented (Bradley University, Northwestern University and University of Illinois).

Associate Dean Wakeland of the University of Illinois College of Engineering, observed that most all of the Illinois junior colleges have science offerings basic to a program in engineering but not all have the more specialized courses also required in such a program. Junior college programs that produce students who have taken all things necessary for smooth transition to the junior level in a senior institution engineering program, will take time to develop solidly. While there was pride among junior college representatives because their programs were administered with flexibility allowing students to overcome deficiencies, there was concern that the same students might not be moving as far in their subjects as their senior institution peers. To further compound the problem, there was some desire expressed for having a student with a Pre-Engineering Associate in Science accepted at a junior level on the basis of senior institution confidence in a standardized degree program. It was suggested this seeming paradox of expectations came about because of junior college desire for firmer recognition from senior institutions of quality instruction at the junior college level. At the same time, junior colleges are unwilling to adopt a "sink or swim" attitude because they are concerned, as a Bradley University representative conceived of the Associate Degree, with providing a "salvage" rather than strictly "terminal" educational opportunity.

Senior institutions are already making provisions to recognize the work of pre-engineering junior college students with a number of different measures of flexibility. The first evidence of this the junior college student may find when he seeks to transfer to a senior institution will be in the admission process. Admissions practices followed by senior institutions in evaluating the placement status of junior college transfer students vary widely. It should be noted however, that this variance is not capricious but rather evidence of the variety of higher education institutions (public and private) and the expertise autonomy of their respective faculties. It was also evident that, while junior colleges desire senior institution acceptance of their programs and students, they also desire the autonomy to perform their role with some flexibility.

Some transfer evaluation practices include:

Northwestern - A "D" in Chemistry may not be transferred but it will be usable in satisfying prerequisites,

Illinois - may accept a "D" if the general record suggests the student can succeed.

Bradley University - has common admission for professional and technical programs which provides flexibility for moving students from one program to another.

In conclusion, it was suggested that establishment of standardized admission practices for junior college transfer students into a specialized program such as engineering would not increase benefits for students of junior or senior institutions. The established practice of individual evaluation of students seeking entry to the next level of education is likely to continue. Dean Wakeland indicated belief in the possibility of establishing "certain basic patterns" that if followed by junior colleges could be adequate to meet transfer needs for senior institutions.

* * *

Admissions Policies and Procedures at Illinois Colleges and Universities

Chairman. . . . . Donald Swank
Dean of Students, Parkland College

Report - Task Force "4" .Robert A. McGrath
Registrar, Southern Illinois University

Discussion

Recorder. . . . . .Donald H. Winandy
Research Associate, Illinois Board of Higher Education

The State of Freshman and Transfer Admissions in Illinois Colleges and Universities

Robert A. McGrath

By way of introduction, I believe we might well point to the progress being made in higher education in the State of Illinois. In a growing number of ways we are ahead of all of our sister states and in all aspects, are certainly among the leaders in the higher education field.

This is not by accident. It is the result of foresight on the part of some in envisioning a "Master Plan" for higher education in the state. It is the result of plain hard work on the part of many. Its full blossoming is dependent upon all of us paying attention to what the mass of data now rolling out is telling us. It is dependent upon all of us shedding whatever provincialism we might have by recognizing that we are bed-fellows in this business of higher education. The bed that we create is either going to be lumpy or soft depending upon how well we do our job.

Committee B has been an interesting committee to work with for the Board of Higher Education. The reports submitted to the Board on May 6, 1969, contain a wealth of material about students and how we treat them. Those reports suggest other studies that should be made. In addition to the report on Admission Policies and Practices that we will talk about today, there were reports on the retention and attrition of 1960 and 1965 freshmen and on the characteristics of the 1967 Freshman Class.

Don Swank, our chairman, is a member of that Committee and Don Winandy, our recorder, is the Board staff member working with this committee. Somehow, Don Winandy never seems to escape the task of writing!

This data, along with the reports coming to us from the Subcommittee on Performance of Transfer Students of the Council on Articulation can tell us much.

Turning now to the matter of Admissions Policies and Practices by Illinois institutions, what do we find?

Freshman Admissions

The Committee's report indicates greater access to higher education in Illinois in 1968 than was the case in 1962, greater flexibility in admission policies and broader choice of programs and institutions. What specifically can we point to in support of that statement?

1. The swing away from requiring high school graduation as an admission requirement:

   Total - 53% (1968); 80% (1962)
   2 year - 34% (1968); 96% (1962)

2. Fewer institutions specifying high school distribution of credits:

   Total - 33% (1968); 56% (1962)
   2 year - 16% (1968); 46% (1962)

3. More institutions admitting students who do not meet admission requirements:

   Total - 57% (1968); 45% (1962)
   2 year - 50% (1968); 32% (1962)

Another significant change has been made in the increased use of an application fee:

Total	-	79% (1968); 56% (1962)
2 year	-	77% (1968); 43% (1962)

Transfer Admissions

It is the transfer policies and practices that we know least about and yet, in the master plan scheme of things, the majority of our students in the future may be transfer students, if indeed a majority of students now in school, are not transfer.

Committee B's report, based upon returns from the institutions, indicate great disparity in the handling of transfer students. They also indicate that students, when transferring, do so without information vital to their future educational plans; a situation that undoubtedly contributes to many a false step.

Committee B was extremely interested in making this transfer study because it was, to our knowledge, the first one made on a statewide basis. As many of the Committee members are in the admissions or registrar's business we agreed that many institutional transfer policies and practices might be based upon historical, local institutional establishment with little help obtainable from outside sources on what the policies and practices might be. We believe that the survey results support this belief. I should like to point out also, that the transfer matter is not one only of the four-year institutions examining their policies and practices. One-fourth of the transfer business is from four-year to two-year institutions.

Some of the significant findings are:

1. Only 64% of the institutions state that they have a specific transfer student definition. (Only 24 of the 44 two-year schools say they have.)
2. Does college attendance elsewhere during summer between high school and entrance into your institution in the fall cause the student's status to change from an entering freshman to a transfer student? Most four-year institutions say no - but 22 of the 33 public two-year schools said yes.
3. There are differences on how to classify a former student who went elsewhere before returning. Twenty-nine (29) of 33 public two-year say a transfer student; 8 senior public institutions say no; non-public played the middle with 28 classifying as a transfer and 29 not.
4. Three institutions with multi-campuses were classifying as a transfer student when the student changes campuses.
5. The importance here is - what is the effect on the student by classification as to acceptance of credits, qualification for housing, etc.

6. Variations between two-year and four-year schools so far as a required grade point average for transfer admission. Twenty-seven (27) of 33 public two-year say no, whereas 39 of 55 four-year say yes. A corollary of that is that 27 of 33 public two-year institutions will admit a student in good standing regardless of grade point average whereas only 21 of the 55 four-year schools do so.

7. Public two-year schools admit, more readily, student in academic and disciplinary trouble at their previous institution.

8. How to handle the student from a non-accredited institution shows variation in practice. Eighteen (18) of the 33 public two-year schools admit on the same basis as from accredited schools whereas approximately 1/3 of the other schools so admit.

9. Four-year institutions were asked about their policies as applying to transfer from two-year institutions compared to four-year. In general, the same policies apply including no relief for the student who completes the two-year associate program. This matter can be one for discussion between the two-year and four-year schools because it might well be asked - what is the value of the associate degree then?

10. Fourteen schools (including 1 public two-year) say they require a transfer student to graduate from high school if his record indicates otherwise before they would admit.

11. The whole area of credit acceptance and evaluation needs very serious attention. It is safe to say that many students actually enter a new institution without knowing at the time of registration how much credit has been accepted and what requirements he has yet to meet in order to graduate. There is great variation in such things as:

    a. Acceptance of "D" work
    b. Acceptance of credit awarded elsewhere via proficiency exam, military service, College Board's Advance Placement, etc.
    c. When evaluation of credit is made (17 before admission, 29 before enrollment, 6 after enrollment, 35 varies)
    d. Some institutions really keep the student guessing by not even supplying him with a copy of the evaluation, regardless of when it is made (61 of the 99 say they so supply)
    e. 24 schools (of 99) continue to follow the traditional policy of requiring a course to be offered by it before it will allow credit for such a course taken elsewhere
    f. Most four-year schools (37 of 55) restrict the number of hours they will accept from two-year schools
    g. Terminal credit - 12 of 55, four-year schools say yes

12. The matter of showing disciplinary status on the transcript is a matter needing study. Sixty (60) of the 99 institutions state that they do not show it, yet the AACRAO recommends that notice of any condition which interrupts a student's educational attendance should be placed on his transcript of record.

13. Who handles the transfer student is in the material you have and shows the great variation.

Because of these variations the recommendation that we request the help of professional groups to establish "guidelines" for information and possible adoption by individual institutions was recommended. The reports of the Committee will later be printed and made available to the public by the Board of Higher Education.

Discussion

Dr. Richard Browne, member of the Illinois Junior College Board raised a question about the conformity of several public two-year colleges with the Illinois Junior College Act. Dr. Winandy replied that opportunity for "free response" was provided with each question and from the evaluation of those written responses it appeared that every college was operating in conformity with the Act.

Several seminar participants asked for stronger recommendation by Committee B to the Board and involved professional organization to achieve more uniformity on admission policies and practices.

* * *

The Development of Statewide Subject Area Conferences

Chairman. . . . . .Henry M. Milander
Dean of Instruction, Belleville Area College

Discussion Leader . . . . G. Robert Darnes
Associate Secretary, Illinois Junior College Board

Recorder . . . . Thomas E. Deem
Dean of Arts and Sciences, Lake Land College

Should Statewide Subject Area Conferences Be Planned? - Junior College Viewpoint

Henry M. Milander

A very real problem has been unfolding in the State of Illinois relative to the planning, or lack of planning, of subject area conferences. The community college movement in Illinois is fast growing out of its early birth pangs and striving to reach some degree of maturity. Many two-year institutions which just yesterday were referred to as "new junior colleges" are very much functioning operational entities today. As a result of this new role in higher education which these community colleges are seeking to perform, many senior institutions, professional groups, subject area organizations, and a variety of other individuals, groups, and agencies are employing various means to woo the junior colleges in their direction. Now let me point out that not all these efforts have negative aspects insofar as the junior college movement is concerned, but some do.

In the brief time allotted me, let me cite a few hypothetical examples of the lack of subject area conference planning and its implications for the junior colleges and their personnel.

Hypothetical Example No. 1 - Three of this state's senior institutions decide, without any prior collaboration or cooperation on their parts, to hold history conferences for junior college personnel during week X, perhaps at Northern Illinois University, Southern Illinois University at Carbondale, and Illinois State University. During that very same week, four music conferences for junior college personnel are held at Eastern Illinois University, Western Illinois University, University of Illinois at Urbana, and Southern Illinois University at Edwardsville, again with no prior collaboration or cooperation on their parts.

Hypothetical Example No. 2 - Professional groups, some of common school origin, are setting up "Community and Junior College Committees" within their respective organizations. These "committees" are in some instances convening state and/or regional subject area meetings for junior college personnel without much apparent forethought as to what one professional group is attempting to accomplish in relation to another.

What are some implications for the junior colleges and their personnel based upon the previously mentioned hypothetical examples?

Implication No. 1 - Junior colleges generally have small departments, that is, few full-time persons per subject area department. With the many subject area meetings scheduled in any one week, month, or year, serious manpower shortages can develop on campus if all these and other meetings are attended. There are times when we in the junior colleges wonder who is going to stay home to "tend the shop."

Implication No. 2 - Distances traveled to, and travel, lodging, and meal resource allocations for subject area conferences pose more problems. Considering the size of our state, can we expect junior college personnel to go off in literally all directions to attend subject area meetings? Also, considering the financial struggle of many of the developing junior colleges, can we expect top priority to be assigned to resource allocations to aid junior college personnel defray the cost of attending the multiplicity of such conferences?

Implication No. 3 - When junior college personnel return back to campus from such subject area conferences and begin serious soul searching and reflection, the following questions raised in their minds and discussed with colleagues end up having some interesting answers. For example, (1) What did I really learn that was new at this conference that I can share with my colleagues and really use now that I am back on campus? (2) It appeared that there was considerable content overlap at the four subject area conferences I attended in various parts of the state this month. Could it be that one or two well-planned conferences could have adequately done the job? (3) It appeared that the only reason that the senior institution, professional group, or subject area organization held the subject area conference was to "sell itself" and "feather its own nest." Why did I go?

With the aforementioned problems, examples, and implications in mind, two questions remain to be answered. They are, (1) "Who should plan statewide subject area conferences?" and (2) "Why?" The answer to both of these questions is simple. All one has to do is carefully read the Illinois Revised Statutes, 1967, Chapter 122, Article II, Sections 2-11 and 2-12a. These sections from the Illinois Public Junior College Act read as follows:

> Section 2-11. "The State (Junior College) Board in cooperation with the four-year colleges is empowered to develop articulation procedures to the end that maximum freedom of transfer among junior colleges and between junior colleges and degree-granting institutions be available and consistent with minimum admission policies established by the Board of Higher Education."
>
> Section 2-12a. "The State (Junior College) Board shall have the power and it shall be its duty: (a) To provide statewide planning for junior colleges as institutions of higher education and coordinate the programs, services, and activities of all junior colleges in the state so as to encourage and establish a system of locally initiated and administered comprehensive junior colleges."

It appears to be very clearly stated in these two sections of the law, especially the latter, that the Illinois Junior College Board is legally held responsible for planning statewide subject area conferences for the Illinois junior colleges operating in the realm of higher education under its jurisdiction. It further appears that the Illinois Junior College Board will be bound by the intent of the law to see to it that such subject area planning and coordinating for junior colleges becomes a reality in this state in the not too distant future.

* * *

THE DEVELOPMENT OF STATEWIDE SUBJECT AREA CONFERENCES

G. Robert Darnes

Since the passage of the Illinois Junior College Act and the establishment of a statewide system of junior colleges, articulation of curricula between two and four-year institutions has been in the forefront. We have established in Illinois a Council on Articulation which is composed of representatives from private junior colleges, public junior colleges, public universities, private four-year institutions and ex-officio members from state coordinating boards. That organization has two active committees now studying the acceptance of general education requirements from one institution to another and the success of transfer students.

During the past two or three years, several senior institutions have sponsored subject area conferences on their individual campuses. When a university has an articulation conference, in art for example, this conference is in many instances not concerned with the art curriculum in all senior institutions but only with the curriculum at that institution. A large junior college with an enrollment of eight to ten thousand students will have students transferring to all senior institutions throughout the state. If that junior college attempts to send faculty representatives to each subject area conference on each senior campus, it will never have a faculty at home to teach school. Junior college administrators became concerned. It was not that junior college administrators and faculty did not appreciate this effort but the number of such conferences was becoming uncontrollable.

In addition, when senior institutions had these individual subject area conferences, the problems discussed and action taken did not solve the problems of articulation on a statewide basis.

Several basic premises that would support any curriculum articulation program would include the following:

(1) Someone should insure that a state provide for student mobility with a minimum penalty.

(2) Effort must be made toward articulation between high school and junior colleges as well as junior colleges of senior institutions.

(3) In planning curriculum in higher education, we must make sure that a student is able to transfer from a junior college to a senior college and the student should only not lose credit but should not lose stride.

(4) As you all know, college presidents, vice presidents and deans favor articulation. To solve our problems, we must make sure that departmental chairmen and faculty at the grassroots of curriculum in both institutions are involved and are reasonably happy.

This is where statewide subject area conferences become so effective. All new junior colleges are having to apply for curriculum approval for all programs to be offered and this includes the baccalaureate-oriented or college transfer. The Illinois Junior College Board has asked each two-year institution to address itself to four major areas concerning curriculum approval:

(1) What is the projected enrollment?

(2) What is the expected cost and will the institution agree to support the program?

(3) On what basis will students be tested and counseled prior to admission to the curriculum?

(4) What studies have been done to determine how this program will transfer - articulate with senior institutions?

All new junior colleges have had to establish some kind of communication with senior institutions concerning the articulation or transfer of baccalaureate-oriented programs. We believe that one of the characteristics of a good transfer program to be - how well does it transfer? Will someone take it? In approving baccalaureate-oriented curricula, the office of the Illinois Junior College Board is more concerned with recommending approval to a curriculum that, generally speaking, will articulate with all senior institutions rather than just articulate with the peculiarities of one institution.

There have been a few instances where individuals thought that articulation efforts were curtailing the autonomy of an institution, telling the college what to teach. Nothing could be further from the truth. The results of articulation conferences only serve as guidelines. It was with this thought in mind that this topic was discussed at our Fall Conference. It was the general conclusion of the participants attending that meeting on "the development of statewide subject area conferences" that they should be planned and the responsibility for such planning should rest with the Illinois Junior College Board. All present at that meeting unanimously expressed their approval on this topic. With this introduction let me review briefly what has been accomplished to date.

We have now had statewide subject area conferences in five content areas. The proceedings from these conferences have been distributed and recommendations have been made. Following this meeting this morning there will be a continued meeting in each of those areas and you are invited to attend if interested.

An excellent statewide conference was held in agriculture. Another was held in mathematics. Through the efforts of Dean Wakeland from the University of Illinois, excellent progress has been made in engineering. This had been a troublesome area. There have been three statewide conferences in music and there has been a statewide conference in business. I needn't tell you we have difficult articulation problems in the area of business as related to accounting. You will notice that we have a session for each of these areas.

Another area of articulation which I consider very important is in the area of admissions. The "nitty-gritty" of transferring from one institution to another - the identification of a timetable when a student should apply to another institution for a room assignment, for evaluation of transcript, for pre-enrollment, so that he will have equal opportunities with native students in course selection, etc., all of this needs a lot of study and planning. Right now we have in progress a session on "Admission policies and procedures of Illinois colleges and universities." Later this morning we will have another session entitled "Developing Admission Policies for Two- and Four-Year Colleges." The subcommittee on Admissions and Records of the Joint Council on Higher Education is giving a lot of effort to this topic.

I would report with enthusiasm the tremendous accomplishments that have come about in articulation during this year. From the viewpoint of the office of the Illinois Junior College Board there remain several subject areas with curriculum problems. Up to now, the office of the Illinois Junior College Board has tried to work with other agencies in sponsoring these conferences; however we will plan several next year with the help of many of you folks present. The general plan for developing a conference is to initiate a planning committee, followed by a planning session, and eventually a subject area conference. Areas for immediate consideration include professional education, home economics, art, physical education, and journalism.

I have tried to make this review and summary as brief as possible. Our office is very anxious to hear discussion from you as to current problems being encountered. If you have questions on agriculture, mathematics, engineering, music, business, or admissions, please keep those questions for the meetings that I have mentioned. Also, please remember that statewide planning is done through articulation of institutional policies and not through personal opinions. Personal opinions should be aired at your local college in developing institutional policy. With these few comments, Mr. Chairman, I would like to give all of the time possible for discussion from the group on any phase of statewide subject area articulation that they may wish to discuss. Please consider yourselves as a state curriculum advisory committee.

Discussion

Topics to be included at the statewide physical education conference are the place of service courses and professional courses and their transfer. Health sciences will not be included.

Dr. Darnes described a freshman college-transfer course as a course that is taken by the majority of freshmen at the institution. A sophomore course is one taken by the majority of sophomores at the institution.

It was mentioned that catalogs of four-year institutions are one or two years behind the thinking and planning of department curriculum committees. It was suggested that four-year college departmental curriculum committees forward minutes or brief reports to junior college deans in order to keep them aware of future requirements.

It was determined that there is a need for statewide subject area conferences for junior college personnel only. As to who would take responsibility for such a meeting, it was questionable. Someone mentioned that these conferences could possibly be arranged by the faculty division of the IACJC.

* * *

Agriculture

Chairman. . . . . Frank P. Gardner
Dean, School of Applied Sciences, Western Illinois University
Chairman, Higher Education, Agricultural Conference

Panel:

William M. Martinie Director Agricultural Occupations Illinois Central College	Cecil D. Smith Assistant Dean School of Agriculture University of Illinois

Discussion

Recorder. . . . . .James L. Becker
President, Lake Land College Faculty Association

All members present introduced themselves. Thirty persons were present representing administrators, board, faculty, and students of Illinois Higher Education in Agriculture. Mr. Guthrie of the state office was also present.

Dr. Gardner opened with a brief summary of the statewide articulation conference of higher education in agriculture held at Normal on March 20 and 21 of 1969.

Dean Smith opened discussion by praising the progress made at Normal toward articulation in Illinois higher education in agriculture. He stated that Dr. Darnes had been pleased with the results of that conference.

- Significant that the two groups (four-year colleges and junior colleges) meeting separately without communication had both come up with very similar proposals for courses to be offered at the junior colleges in agriculture college transfer area. The only difference was that as a sixth course the junior college instructors recommended feeds and feeding with a chemistry prerequisite, and the four-year college personnel recommended introductory forestry. The five courses that were in mutual agreement are:

Introduction to Agricultural Economics
Introduction to Animal Science
Introduction to Crop Science
Introduction to Soil Science
(with Chemistry Prerequisite)
Introduction to Agricultural Mechanics

Dean Smith doesn't feel that the junior college group is completely wrong in recommending feeds and feeding (with chemistry prerequisite) as a sophomore course.

The agriculture articulation group will meet at Peoria next year with Bill Martinie as host. Between now and then, community college agriculture instructors will meet with representatives of the universities on a subject-matter basis, i.e., agricultural economics - to develop topical outlines for suggested courses.

Bill Martinie stated that Dr. Darnes had given two very interesting and enlightening addresses at Normal on the subject at hand. The talks were entitled: "Articulation of Courses in Agriculture in Higher Education in Illinois" and "Procedures for Curriculum Approval and Articulation." (Copies were distributed at Normal.)

To bring the people who had not been at Normal up to date, Bill summarized the survey that he had made prior to the Normal meeting. The survey was sent to the nineteen junior colleges in Illinois, listing agricultural courses. Of the sixteen schools responding, seven offer no transfer agriculture courses and nine do. The agriculture courses offered and the number of schools offering them are:

Introduction to Agricultural Economics	-	9
Introduction to Animal Science	-	7
Introduction to Soils	-	4
Introduction to Crop Science	-	4
Introduction to Agricultural Engineering	-	3
Feeds and Feeding	-	1
Agricultural Marketing	-	1
Geology	-	1
Orientation to Agriculture	-	1

(A copy of this survey was distributed.)

Bill also mentioned the common course suggestions developed at Normal and the fact that junior college agriculture instructors and university personnel will be meeting before the next statewide agriculture articulation conference to develop topical outlines for suggested courses.

Dr. Gardner mentioned that all of the junior college agriculture courses are intended to be introductory, broad spectrum courses.

He then invited general discussion or comments from the entire group.

Dean Smith mentioned that the university group at Normal had also talked about other requirements that a junior college student should complete before transferring to a university. He then passed out a sheet which he had prepared as being suitable for transfer to the University of Illinois.

A junior college agriculture student stated that he had taken a soils course last semester and was taking feeds and feeding this semester (no chemistry taken yet) and asked how these would transfer.

Smith - Varies as to university to which he will transfer, as to the student's program; and as to intent of transferability by junior college at which courses were taken.

Gardner - Western probably would accept the courses for credit but student is on his own to make up anything he missed by not having had chemistry courses previously.

Elmer Rice asked a question about Dean Smith's handout sheet on recommended courses to be taken at the junior college before transferring. The question being whether all of the state universities will come up with a sheet like Dean Smith's.

Gardner - Understands that broad recommendations will be developed that are acceptable to all junior colleges and universities.

Dean Smith raised the question if it would be advisable that one four-year college take the responsibility for collecting the course outlines from all state universities in one subject area (Agricultural Economics) and meet with the appropriate junior college personnel to develop a topical outline for that course. This would prevent the necessity of each university developing the five or six outlines independent of the other universities. It would also reduce time required for this for the junior college instructors.

Rice requested that the universities recommend texts for advanced courses in agriculture areas of study so the junior college instructor can guide the student toward further study in preparation for university agriculture courses.

Martinie - Agreed with the suggestion and offered that both institutions work with the same student. The area of articulation being a two-way street, we can learn from each other.

Gardner - Agreed with Rice's suggestion and stated that articulation is not a new problem. Articulation between four-year colleges also presented problems in that a course at one university may not be the same in content as that course at another university.

Nickell agreed with Dean Smith's suggestion about one university's taking responsibility for development of a course topical outline in a particular subject area - one that would be agreeable with all state universities offering that course in agriculture.

Smith - Doing this at a central location will streamline the development of the topical outlines.

Question - Should transfer or junior college courses be such that university credit is granted only if the student takes an advanced course in that same subject area, i.e., Junior College Agr. Econ. - 100.
University Agr. Econ. - 200.

Gardner - is accepted for credit whether or not advanced courses are taken.

Question - Shouldn't chemistry definitely be taken at the junior college? Doesn't any agriculture curriculum require chemistry?

Smith - Chemistry is required for an agriculture curriculum but may not be for a particular course, e.g., Agricultural Economics.

Rice - What is the acceptable range in pre-requisite hours? If the University of Illinois requires eight semester hours of chemistry and a junior college offers four and/or five quarter hours chemistry courses, the student will wind up with something less than eight semester hours and will this be sufficient?

Smith - More concerned with content than hours. University of Illinois College of Agriculture requires an inorganic and an organic chemistry course. If the junior college student with nine quarter hours of chemistry has had an inorganic and an organic course, it would be acceptable. These problems can be worked out in nearly all cases.

Here Dean Smith stated that his handout sheet should be looked upon as a suggested list of recommended courses and hours, not a set of hard and fast rules.

Some students will transfer with deficiencies in some areas of general education requirements. If a student had obtained six semester hours of biology (botany and zoology) at a junior college and needs eight semester hours while his major is agronomy, a course in biological science could become a required course for him at the university to meet the biology requirement. In this way the student doesn't loose credit or repeat courses. He meets the biology requirement with a course in his major area.

Question - What are the trends in junior college transfer courses in agriculture?

Martinie - About one-third of agriculture students at Illinois junior colleges are in a transfer program (Survey). At Illinois Central, there has been a limited amount of switching from vocational to transfer and vice versa. Most of the switching is from vocational to transfer.

Gardner - The national average for agriculture enrollment in junior colleges is one-third in transfer and two-thirds in vocational programs.

Smith - Not all students in the transfer programs should be in them.

Question - Is it now and, if so, will it continue to be more difficult for freshmen to be accepted into a four-year college of agriculture?

Gardner - It is more difficult now than it was a few years ago to enter a college of agriculture as a freshman. Freezing the lower division enrollment at universities will make it more difficult in the future. As competition for space increases, the entrance standards will be raised.

Smith - One of the reasons for the junior college plan was to allow the junior colleges to handle the lower division courses. More people will be going on to the upper division courses at the universities. This will provide competition for space and teacher-time at the universities. The net result will be a higher selection index at the University of Illinois for freshmen.

Question - Will college transfer credit be given at the university for vocational courses taken at the junior college?

Gardner - Western accepts for credit, only those junior college courses that are listed as transfer courses in the junior college catalog.

Smith - Same at University of Illinois.

Some vocational students take transfer English courses rather than communications. These would transfer.

Darnes - No articulation for change of mind.

Gardner - The opportunity for proficiency is always present.

Nickell - More vocational students are changing to transfer programs than transfer students changing to vocational programs. Draft seems to be a prime influence.

Martinie - One four-year institution accepts only seventy semester hours from the junior colleges. Student with more than seventy hours loses credit. One individual transferred to that institution with more than seventy semester hours, credits were re-evaluated and the student ended up as a sophomore and became eligible for the draft.

Smith - University of Illinois accepts unlimited number of hours from junior colleges, but the last sixty hours must be completed at the University of Illinois.

Engleking - How long will it be before university agriculture students will get college credit for supervised work experience programs, such as present student teaching?

Gardner - Western already does in a limited way.

Smith - Now have student teaching, summer training programs for extension workers. University faculty wants these programs to be supervised and evaluated by university personnel for university credit.

Engleking - Granted it should be supervised by university personnel for university credit - still ask "when"?

Gardner - University community is reluctant to do these things. Haven't really been pushed in the past.

Smith - Forestry and Wood Science now also have summer experience programs for college credit at University of Illinois.

Highland Community College Board Member commented about an on-the-job trainee he had from the University of Illinois in Agricultural Economics. Board member recommended that universities do more of this type of training. It aids in counseling and orientation to a particular job or area of work for the student.

Martinie - Finds that students who have been on the job are better students after that experience. The classroom work is more relevant after being on the job.

The teacher can also keep himself and the program relevant after having worked with the employer and people in the business for which the teacher is training the student.

Kuster - The student teachers should come out on-the-job well ahead of the last part of their senior year.

Comments at large about differences in draft boards. Some allow transfer from one program to another (vocational to transfer and vice versa); others allow no change of programs.

Mr. Guthrie made the following comments:

> When vocational and transfer junior college agriculture programs are side by side, the shifting from one to the other is much greater than when only one is present. He recommended that the purposes of each program be clearly explained to the students very early. Counseling should also take place at the end of each quarter or semester.
>
> In the past the junior colleges got together with the four-year institutions. Now it has become a mutual effort.
>
> After observing some of the communications courses in action, he is impressed with the job they are doing and wonders if some rhetoric courses couldn't be just as relevant for the enrollees.
>
> University sponsored internships are coming. The value of an internship is well recognized. The periods on the job should come in at least two different intervals during the total program.
>
> The future training of agricultural occupations instructors will be for development of a specialist rather than a generalist. The University of Illinois has recently announced nine areas of specialization in agriculture for future agricultural occupations graduates.
>
> The training period will also probably be extended to four and one-half or five school years to include internship on the job in the area of specialization.

Agricultural occupations graduates need earlier exposure to teaching and the specialized area. This will serve as a guidance service to the university student - especially for potential junior college instructors.

There are great possibilities in taking some of the better junior college vocational graduates and sending them to a university to get a B.S. Degree (three full years) and become a qualified, specialized junior college agriculture instructor. These students have already, in many cases, worked six months full time on the job in the specialized area before junior college graduation.

Dr. Gardner summarized, pointing out the major topics discussed at this session. He indicated that the most pressing assignment now is development of topical course outlines before next year's agriculture articulation meeting.

Comments

Highland College Board Member:

1. Develop topical outlines with subject matter meetings to reduce time involved. One university taking responsibility for one course, (i.e., Agricultural Economics) and involving only the junior college instructors involved with that course.

2. Supports junior college recommendations for feeds and feeding with chemistry pre-requisite for the sixth course.

Mr. Guthrie - Not every college will offer all six courses, probably. Some colleges will offer some of them, some may not offer any. The six are courses felt to be suitable for fresh-soph college work.

Some junior colleges may want to offer forestry. Southeastern Junior College at Harrisburg is in a location suitable for such a course and has secured a fully-qualified instructor.

General Discussion - Transfer of vocational courses to universities for transfer credit. General consensus was that vocational courses do not have the same objectives as college transfer courses.

* * *

Suggested Courses for First Two Years Preparatory to Transfer to a Four-Year Program in Agriculture in Illinois

Group A: General Education and Basic Supporting Courses:

	Semester Hours	Quarter Hours
English Composition or Rhetoric	6	9
Speech	3	4
Biology (or Botany and Zoology)	8	12
College Algebra	3 to 5	4 to 6
Chemistry (Including some Organic)	8	9 to 12
Principles of Economics	3	4
Social Sciences	6	9
Humanities	6	9
Physical Education	4	6
	47 to 49	66 to 71

Group B: Other suggested courses with selection depending upon student's intended major and objectives:

Additional Mathematics (Trig. through Calculus and/or Statistics)	2 to 10	3 to 15
General Physics	5 to 8	8 to 12
Physical Geology	3	4
Business courses (accounting, business management, economics, finance, marketing, etc.)	3 to 9	4 to 12

Group C: Introductory courses in agriculture if offered as baccalaureate-oriented courses for transfer:

Suggested maximum-9 to 12 semester hours or 14 to 18 quarter hours

Introduction to Agr. Economics	3	4
Introduction to Animal Science	3	4
Introduction to Plant or Crops Science or Introduction to Forestry	4 or 3	5 or 4
Introduction to Soil Science (taught with a College Chem. prerequisite)	4	5 or 6
Introduction to Agr. Mechanization	3	4 to 5

Notes:

1. At colleges which are on a quarter system, some of the above courses such as soils, crop science, and agricultural mechanization may well be offered as a two term sequence of 3 hours each quarter.

2. Students who wish to transfer to a four-year institution and graduate with little or no loss of time, are strongly urged to complete the general education and basic supporting courses listed under Group A in their first two years.

* * *

A National Priority - Community College Services - Why?

Edmund J. Gleazer, Jr.

Perched on a satellite or looking from the vantage point of a century from now some observer of earth phenomena would be greatly impressed and possibly confused by fads and fashions in American education. As surely as hem lines rise and fall, the pendulum swings back and forth - "community-centered schools" - "child-centered schools"; "the track system - non-graduate comprehensive schools;" "television - Mark Hopkins at the end of the log." - "The gifted student - the disadvantaged student." These have all known their hour of grandeur. They have received homage as the Word or Truth or the Way. Revered by commissions, workshops, monographs, foundation grants, federal enactments for a time, then their dominance recedes. Down from the throne they come to the harsh reality of existence with others who have had their hour of greatness.

But, long after the word ghetto has become trite - long after we are concerned about the outer city as well as the inner city, the impact of our current preoccupation with the disadvantaged will be impressed upon us and upon the educational systems. For some radical changes must be made. And apparently it has taken the brashness of protest and the disturbance of dissent to register the need for changes in what we fondly conceived to be a rational and respectable educational program.

For the truth is that the declaration of universal educational opportunity has not been matched with universal educational programs. And if the programs do not exist neither then does the opportunity exist. The results of this deficiency, as you must be aware, are notably evident far beyond the doors of the educational institutions we represent. We have been forced to acknowledge that educational opportunity is more than just a desirable part of a democratic society. It is critically essential to a vital democratic society. Without it our urban, complex, changing, participatory society will break to pieces. And education is not simply a matter of teaching people to deal with mathematical concepts or to read rapidly or to play basketball or to put out a college paper; the educational process involves the anxieties, aggressions, aspirations, and fears of the student and his relations with others. To be aware of how well the student reads is not enough. We need to know how he sees himself and what he is going to do about it. You may say that these are problems for the parents, the churches, the psychiatrists, somebody else. I say that you cannot avoid this responsibility. The social disorganization of our times has showed us that education is not only indispensable but that we have not accomplished something that we must do - we must focus clearly upon the individual - each individual - each distinctly unique complex person in the educational system and see that system in its social context.

The crisis in the cities, the rise of Black Power, increasing student dissent, the poverty problems, the dilemma of the educationally handicapped, now force the community college, perhaps even more than any other educational institution, to take a look at itself - to examine its shortcomings as well as its potential. For here is an institution which declares its role to be that of a major instrument in providing opportunity for education beyond the high school for all who want it - close to home - low cost, open-door, and with programs that fit. Now, as we look at ourselves under the pressures of the environment, we begin to ask - close to whose homes? Is low-cost still too high? What good the open-door if the student quickly moves out again? How do we get a good fit between program and student - trim the student or alter the programs?

We are like a driver whose automobile engine has been a little uneven in performance but kept running although the front wheels jiggled so that maximum speed was about fifty miles per hour. Then a front wheel came off while he was driving on the freeway. This got his attention and moved him to put the whole thing into shape. Our institutions have grown in numbers of students. Educational voids have existed so that the very fact of extablishing a new institution in a given area attracted enough business to keep us going. We took large numbers of customers to mean success. But the community college as an educational institution with a distinctinve mission imposed by the requirements of the society in which we live has not yet performed at its maximum potential. Now a wheel has come off. Our attention is demanded. This is the time to look at the whole institution. Look at admissions and see that procedures and practices and policies are often geared to the former days when college was for the few and the admissions machinery was designed to eliminate a large proportion of the applicants. This was sometimes done through testing and a screening on the basis of test scores. In other cases the student strangled himself in a marvelous maze of red tape. Some have said that those who could survive the admissions process deserved to be graduated. How many institutions today have developed an outreach into the community for contact with the prospective client? How many accept that client for what he is as perceived through the diagnostic services of the institution? How many are willing to begin with the fact of that student rather than the wish that he was something else? How many institutions apply their services so that the student finds his way into productive learning experiences?

Educationally handicapped students or the disadvantaged in attempting to adjust to the "regular" college curriculum quickly find themselves in trouble as signaled by the evaluation techniques we have devised. But it is no longer a satisfactory solution or even more a socially acceptable solution to evict him, therefore, we are compelled to examine the programs we are offering and how we are going about it. "Remedial" courses do not appear to provide an answer. They are an attempt through a little more hammering and shaping of the student over a longer period of time to fit him into a conventional program. This process does not work very well. So we begin to ask searching questions - have we relied too much on the spoken or written word? Must all students move along at the same pace? What do grades really tell us? What are suitable learning objectives for various students? How does the student become responsible for learning? How does his learning relate to his social environment? What do we know about his social environment? A myriad of troublesome but immensely encouraging questions begin to emerge. And we become aware of a great insight. The community college not only has begun to respond to the needs of the educationally handicapped student but in that response it has begun to confront creatively and positively the need for a rich and diversified pattern of services and programs appropriate to the requirements of all its varied clientele.

Then there appears the faculty member who throws up his hands and declares that he was appointed to teach English and these people can't read. However, he is a sensitive person and soon the deep demanding problems faced by his students in their urban environment begin to get to him. He sees that they must develop the facility to communicate or their prospects are pretty bleak. He begins to ask questions about his own preparation and to sense an almost desperate need for some professional experience which is an close to cultural anthropology and learning theory and psychology of the adolescence and social psychology as to the history of English literature from the Anglo-Saxon period and English Social and Political History as it Bears Upon Literature. And he asks whether he has really been teaching. The bright, well-equipped-with-words students, who came from the homes that had books, magazines, and conversation, were doing well as he scored them but he wonders if they might have done as well whether he was there or not. The students who most needed teaching he was not getting to. He had the disturbing sense that what he had been doing was as different from teaching as order-taking is from selling. So the community college, an institution which proclaims good teaching as a primary goal begins to ask itself how different its classrooms have been from the university classrooms and the teachers begin to send the work back to the universities - Preparation for our part in the mission of the community college has been inadequate, unsuitable, and we demand a change. We want a productive partnership between the university and the community college in the preparation of personnel truly qualified to handle the complex and distinctive requirements of our classrooms. And this means that central to our skills must be the capacity to understand the persons we would teach.

It is no news to you that basic to understanding a person is to get some notion of how he sees the world that surrounds him. His behavior we are told is logical to him in terms of what that world seems to require. It has been a tough assignment, one requiring the utmost of professionalism, for those who have never known the way the world looks to the disadvantaged to have the patience and insight to let the student reveal it in words and actions. But in trying to have come to see that the student lives in a system - to understand the student we seek to comprehend the system. The work of the community college - its connections - its tendrils - reach beyond the campus. They must if the student is to be understood. So, in response to an urgent need, to understand students whose norms may be different from those of the usual campus culture, the community college begins to earn its name - the COMMUNITY college. College and community interfuse. Harold Gores said recently that these colleges ought to have their tentacles out into the community like an octupus. He said, "If you object to that concept, let's say like a good octupus." The campus is not an island or a fortress or a park for monuments - it is more like a dynamo with circuitry throughout its environment. The student lives in a system. The community college lives in a system. Neither the student nor the college can be understood nor do they have identity without the larger organic structure in which they function. The implications are pretty straight forward - knowledgeable and effective relationships of the college with the organizations, agencies, institutions, families that comprise the individual's and the institution's environment. Some have suggested that the community college is the land grant college of this century. Perhaps then it would be in order to have college representatives throughout the community, counseling, recruiting, teaching. Remember the county agents who worked with the farmer in stepping up his agricultural skills and the programs of homemaking for the farmer's wife. How about block agents in our cities? There are more people who live in many of these blocks than lived in many a county fifty years ago.

College and community interfusing - another example. Some months ago a small invitation meeting was held in Chicago with representatives from ten large city community colleges to discuss the problems of multi-campus administration. Before the meeting was long under way, it was clear that multi-campus administration would soon be an obsolescent term, rather the concept became one of multi-location system. Cities, like Seattle where the community college operates in almost 100 locations throughout that metropolitan area, would have available the services of the community college applied at whatever point and in whatever place those services could be most effective.

Tonight I have said little about the impressive growth of community colleges. That story has been told many times. There are one or two new facets that might be mentioned. In the world of the philanthropic foundations and in the planning commissions of national and regional consequence these kinds of comments are often heard - in providing educational opportunity to the disadvantaged the community college in the cities will be the key educational institution. As many as 500 new community colleges are needed if educational opportunity is to be equalized throughout this country.

There is no question in my mind about the growth that is ahead. My great concern centers in our answers to these questions -

1. Task definition - Who do we serve and who ought we to serve?
2. Appropriate services - How do we serve them?
3. Evaluation - How well have we served them?
4. Adaptation - How do we apply the results of research to effect necessary adaptation of programs and services in order that we serve better?

I wonder if you have discerned as I have spoken tonight that your work is absolutely central to the successful accomplishment of the community college mission. Yours is the leadership to take the lessons learned from our efforts to meet an insistent and compelling educational need - the requirements of the disadvantaged and educationally handicapped - and to apply these across the total scope of the institution to assure that -

> Programs are responsive to student needs
>
> Policies and practices are means to end
>
> Faculty and students both learn - and from each other
>
> The college experience is part of a continuing stream of maturation of the student toward a concept of self as a person of dignity, self-respect, and with the capacity for constructive relations with others in a society predicated upon a basic and inescapable element - ability to govern oneself.

These are much more than desirable philosophically conceived outcomes. Whether we are able to nurture the development of such persons will make a big difference with regard to what our own lives will be like. For what happens in our college communities will more and more shape the values of the larger system of which they are a part. It is not an exaggeration to paraphrase a political slogan of last fall - and I disclaim any attachment beyond the timeliness of the phrase - it is not too much to say that we must act as if the whole world depends upon it.

* * *

Illinois Association of Community and Junior Colleges

Annual Report
James D. Broman, Executive Director

President Sechler and members of the Board, delegates, alternates, and friends of the Illinois Association of Community and Junior Colleges. In about six weeks, another year will conclude for our Association, one which we can view with some degree of satisfaction. I think it is appropriate for me at this time to thank you for the opportunity I have had to serve as your executive director. I have appreciated especially working with your elected representatives (the Board of Directors) and thank them for their faithfulness and dedication this year. Their counsel and guidance has been the key factor in the Association's progress.

The greatest value of reporting to your membership each year is that it requires an assessment, yes, a honest appraisal of happenings of the past year. There is a natural tendency to point to tangible accomplishments first, however, there are times when intangibles are more important by far. This may be the case today because I feel our Association has reached a level of maturity this year which most of us would have believed impossible fourteen months ago when we met in Chicago at the Palmer House. Let me point out and elaborate on three specifics:

First: As an Association, we have developed a spirit of pride and of comradeship which crosses over division lines and focuses clearly on the community-junior college mission. No doubt some of this has rubbed off from the national focus on community and junior colleges and from dramatic developments in Illinois which also share the national spotlight. It is evident that we are tending less to think of ourselves as southern colleges, northern colleges, suburban colleges, or Chicago City College but more and more as Illinois Community and Junior colleges. We may have our differences, but when "the chips are down," we are all members of the Illinois family of junior colleges.

Second: Better understanding has developed between the four divisions of the Association. I believe there is mutual respect for each division's goals and objectives, even where these may differ from one division to the other divisions. In an organization such as ours, this is the real test of maturity. Credit for this growing understanding belongs to your Board of Directors, to the four division officers, and especially to your President this year. Bob Sechler has insisted on balanced representation on all matters and at all times has respected the position of each division. There have been occasions when some of us have failed to consider all viewpoints and your President would ask: "How do the faculty feel about that?" or "Did we consider all possible viewpoints on this issue?" or other pertinent questions important to equal representation and total involvement. While these questions seemed unimportant many times, in the aggregate they have contributed substantially to mutual understanding and cooperation in our Association this year.

Third: As each of our four divisions meet here this week, it will be evident that a high degree of confidence exists not only in the leadership of the division but also in the value of division program and activities. Two years of experience has helped a great deal in building this confidence and we can expect more in the future. Plans for the coming year, which I will relate to you shortly, will be of great value in furthering the programs and activities of the four divisions.

Although everyone here today (especially those who are relatively new to the Association) may not share my feelings regarding these intangibles I have alluded to, I am sure we do share the hope that the Association will progress so that others across our country who are watching us will say that it is possible for faculty, students, trustees and administrators to work together for the good of education.

Perhaps the one most important event this year for public community colleges in Illinois, was the decision last fall by the Illinois Supreme Court which upheld the constitutionality of the Public Junior College Act. The Association played a leading role in this important legal action. I am sure that those directly involved would agree that initiative taken by the Association, not only in starting the court test, but also in pledging financial support to carry the case, if necessary, to the United States Supreme Court, was a major factor in resolving the legality question in almost record time. The Association's leadership in this matter saved some public junior colleges from immediate financial disaster and solved serious problems which would have had damaging results on all college building programs and serious affects on financing day to day operations on public community colleges. As I look back on that Supreme Court decision last fall, I dread to even speculate what our position would be today at the State Legislature if this legal cloud were still hanging over our heads.

I would like to turn now to governmental relations and our Association's activities in this legislative year. During the next six weeks up to the 30th of June, the Illinois General Assembly will be struggling with proposals for increased revenue to meet unprecedented demands for state services. Where do we stand?

In my opinion, our position is far better than most who are competing for state funds in Springfield. However, this is not to say that we can relax our efforts. To the contrary, our case for increased state apportionment must be fortified with state officials and with local legislators who represent you in Springfield.

The Association enjoys excellent relations in Springfield with the Illinois Junior College Board, the Senate Education Committee and the House Higher Education Committee, with the vast majority of legislators and the leadership of the General Assembly, and with the Office of the Governor. I have had many comments from legislators and government officials about our effectiveness in Springfield. Some of these people have told me that no other agency or organization in education or public service is better represented at the legislature today than the junior colleges are through the cooperative efforts of Mr. Smith of the State Board and myself. It is encouraging that our counsel and advice are solicited continually on education matters.

Junior college legislation for the 76th General Assembly was developed jointly by the Illinois Junior College Board and the Association's Legislative Committee. There has been excellent cooperation between myself and Gerald Smith of the State Board on these bills and also in following other legislation affecting junior colleges and higher education. Our success in Springfield is extremely important. Now that the Legislature will be moving to annual sessions, it will require even more attention than in the past. If we are to build facilities and operate comprehensive programs expected by the people of Illinois, more funds will have to come from state sources to meet the goals and objectives expected of us.

This has been a hallmark year in Washington. I have been very encouraged by increased activity of the American Association of Junior Colleges in governmental affairs. During the time AAJC was without staff to cover governmental affairs, I spent several days in Washington consulting with the Conference Committee staff working our differences between the House and Senate amendments to the Vocational Education Act. When the compromise agreement was signed by President Johnson last fall, a new era in vocational-technical education was ushered in for junior colleges. Shortly after the federal bill was signed, Governor Shapiro appointed Chancellor Shabat of Chicago City College, Dr. Spencer of Olney Central College and myself to the new State Advisory Council on Vocational Education required under the amendments to the Vocational Education Act. Everyone agrees that the new amendments, with their particular attention to community college needs and the required junior college representation on State Advisory Councils, are a major breakthrough for comprehensive community colleges. Your Association participated in achieving these results at both state and national levels.

Publication of the Carnagie Commission sponsored "Kerr Report" late last year gave the American Association of Junior Colleges added confidence early this year. In mid-January, I was called with others to Washington to meet with Senator Williams of New Jersey and his staff on the draft of The Public Community College Act of 1969. This bill was introduced later with wide sponsorship in the United States Senate and a companion bill was also introduced a few days later in the House of Representatives. There is reason to be optimistic that this legislation will become law sometime this year. This legislation makes a firm financial commitment to community-junior college education and will make possible initial master planning for junior colleges in states where this is needed and allow others to re-evaluate existing plans for providing post secondary educational opportunities to citizens of their state.

Next Monday, top personnel of H.E.W. will meet with junior college representatives in Washington. At this meeting, support for junior college programs will be solicited and the possibility for expanding the role of junior colleges will be explored in depth. When I return from Washington Tuesday, I hope I can report that support for existing programs will be continued and that programs affecting junior colleges will have high priority on President Nixon's program.

In addition to my involvement with AAJC in governmental affairs, new ground was broken in March of this year when Warren Walder, Chairman of our Board Division and a member of the Association's Board of Directors, was appointed to serve on the Commission on Legislation of AAJC. This is part of the move by AAJC to expand involvement of Board members in most of the affairs and activities of the Association.

As a result of the Association's increased activity in governmental affairs and our opportunities to exercise more influence both in Springfield and Washington, logical questions have arisen over the last six months on several occasions. "How can Jim Broman speak for the Association's fifty member colleges?" or "Is it possible for Jim Broman to reflect a concensus on many of these pressing issues?" Such concerns within our membership have increased as I have reacted to legislative inquiry and as I have been called upon more and more by public officials. From my past experience in governmental affairs, this kind of membership apprehension is understandable and even predictable. Similar questions come up in many organizations, most of them far less complex than our four-division organization.

I have spent hours with several college presidents discussing my role as the Association's spokesman. The matter has been a major topic of discussion with the Council of Presidents and meetings have been held in the southern part of the State, centering on the Association's role in governmental relations. In discussing my spokeman's role with concerned persons, several of them have asked me to propose a plan to assure what might be considered proper representation of membership views. My reply to these persons has been: "I should not tell myself how to operate; this is the responsibility of the organization which employs me."

To resolve this issue, I will recommend appointment of a special committee to define the executive director's responsibility in governmental relations and also to suggest a practical organizational apparatus to give the executive director guidance and counsel in representing membership views or in reflecting the concensus position of the Association. If the work of this committee proves useful, it could be built into proposed bylaws for the Association which will be up for consideration next year at our Annual Meeting.

In the interest of time, let me cover in summary fashion activities and program highlights this year. The nature of the junior college movement brings the Association office into contact with many organizations and agencies with similar goals and objectives. Here are a few of these:

1. The Illinois Junior College Board, the Board of Higher Education, Board of Vocational Education, Office of the Superintendent of Public Instruction, Department of Education and Registration, Department of Economic Development, every major College and University in the State, and others.

2. Other education organizations are important to us also, such as all faculty associations and organizations, professional organizations, professional organizations (especially in the academic and technical fields), the Adult Education Association, the Committee on Cooperation, and others.

3. State organizations and regional associations and organizations solicit our advice and cooperation. Some of these are the Midwest Community College Leadership Program at the University of Michigan, the North Central Accrediting Association, the Michigan Council of Community College Administrators, and our counterparts in many of the other states of our land, and others in this category.

4. On the national level we are very much involved with AAJC and I serve on the commission on administration. We maintain close liaison with the National Council of Community College Boards, the Association of Governing Boards of Colleges and Universities, the National Education Association and its affiliates, the National Council of State Directors of Community-Junior Colleges, American Council on Higher Education, American Vocational Association, the American Library Association, and many others.

The requirements on my time to fulfill the Association's responsibility to each of our Four Divisions, their Executive Boards, almost fifteen Committees which serve the interests of the Association, meetings of the Board of Directors plus a reasonable attendance at meetings of the many agencies and organizations previously listed, requires much time and travel. On the average, I attend fifteen meetings per month leaving me less than two days a week for administrative matters in the office. Very frankly, these office duties are taken care of on weekends.

Just let me list a few of the Projects and Programs for this year:

1. An extensive Afro-American Bibliography was sent to each college in accordance with the Resolution passed at the fall conference in Rockford. This was reproduced with the permission of the Northwestern University Press for special use by our member colleges.

2. In cooperation with Dr. John Grede of Chicago City College and the Illinois State Chamber of Commerce, more than 20,000 copies of a brochure "Occupational Education in Illinois Junior Colleges" have been distributed to high schools, and almost ten thousand business firms in Illinois. This is the second year we have printed this material and in both years the response to this brochure has been enthusiastic.

3. Work has begun on the Annual Junior College Leadership Awards Program to be sponsored by the Continental Illinois National Bank. The first awards will be made during the next college year. We believe these awards will identify students in junior colleges with outstanding leadership qualities.

4. Continued development of the Business and Industry Community College Council. Business firms became affiliate members of the Association to lend support to the junior college movement in Illinois. The Council will be sponsoring many programs and undertaking research projects related to the economic needs of the State. A Survey of Economic Education is now being completed for junior colleges and this survey will serve as the basis for a foundation proposal for in-service training centers for junior college faculty. This summer a pilot project in teacher internships will be started.

My concluding comments will be directed at next year and plans for serving you better. The employment of Joseph Anderson on the Association staff will make possible several important services which should do much to bring us even closer together as an Association.

1. Improved communications has been one of our weakest areas in the Association and our proposed budget provides for remedies. One of the responsibilities of Mr. Anderson will be to produce three newsletters each year for each division: A fall edition, a winter edition, and a spring edition. He will receive material from the designated persons in each division and put out these newsletters from materials given to him. In this way, we believe the four divisions will be able to carry on their programs better without the burdens of details and the responsibility for production.

2. Mr. Anderson's major responsibility will be to service the needs of the Business and Industry Community College Council. This will include building and maintaining membership, serving as recording secretary, overseeing programs and projects, and following up on research assignments.

3. Mr. Anderson will also maintain close relations with the faculty division and the student division which have greater need for servicing than the other two divisions. He will have responsibilities for organizing and making the physical arrangements for the fall meetings of the four divisions.

4. Substantial progress has been made in acceptance of a statewide athletics commission and provisions have been made in next year's budget for the Association to service this agency under the umbrella of the central office.

5. There are other areas of expanded service which are being planned and many of these plans have already been discussed with division officers.

The first two years of our central office operation have been aided materially by Central YMCA Community College which has given us office space, loaned us furniture, and provided many services. We owe this college a great deal. Also, Parkland College has handled administrative services, including payroll and fringe benefits for over two years. This arrangement has been discontinued as of April 30 and beginning May 1 we have set up our own payroll.

Next year's proposed budget, which you will be acting upon Saturday morning, still contemplates "riding on the coattails" of Central YMCA Community College. Realistically, however, we should begin to think seriously about permanent headquarters and plan for equipping such an office. Gift office space, loaned furniture, and farmed out services are not conducive to effective and efficient operations.

I will close now with the sincere hope that this report has given you a deeper insight into the scope and magnitude of my duties. Also, I solicit your support for the proposed budget for the 1969-70 fiscal year and ask your help and guidance in meeting the responsibilities we have in this cooperative effort to make Illinois Association of Community and Junior Colleges the "showcase" of State Junior College Associations. Thank you.

* * *

Illinois Association of Community and Junior Colleges

Annual Business Meeting

Delegates and alternates of member colleges and visitors assembled in the Grand Ballroom of the Hotel Pere Marquette, Peoria, Illinois, at 9:30 a.m. Saturday morning, May 10, 1969, for the 1969 Annual Business Meeting of the Illinois Association of Community and Junior Colleges, held in connection with the Fourth Annual Illinois Junior College Conference.

Because election of officers for the Student Division was still in progress, the meeting was not opened until 10:00 a.m.

I. OPENING OF THE MEETING

Robert E. Sechler, President of the Association, called the meeting to order at 10:00 a.m. He introduced Philip Nye, Sr. explaining that in accordance with past practice, Kishwaukee College, member college cohosting the Conference, had retained Mr. Nye to serve as Parliamentarian for the Annual Meeting.

President Sechler referred to the published Annual Meeting agenda made available to delegates. He called for approval of the Minutes of the Annual

Business Meeting, March 22, 23, 1968, Chicago, Illinois, and the Special Business Meeting, October 26, 1968, Rockford, Illinois, which were given delegates and alternates when they registered with the Credentials Committee.

It was moved, seconded and carried that the minutes be corrected on page 27 to show that Resolution 10-68-5 was tabled, not adopted.

It was moved, seconded and carried to approve the minutes of the Annual Business Meeting, March 22, 23, 1968, Chicago, Illinois, and Special Business Meeting, October 26, 1968, Rockford, Illinois, as corrected.

President Sechler explained seating arrangements for the meeting, identification of delegates and alternates and college delegations by signs, provisions for caucusing, and other arrangements to facilitate the meeting.

II. CREDENTIALS COMMITTEE REPORT AND ROLL CALL OF COLLEGES

James D. Broman, Executive Director of the Association, gave the report of the Credentials Committee on behalf of Kenneth Kruger, student from Lincoln College, Committee Chairman. The procedure for certification of delegates and alternates was explained by Mr. Broman. It involved mailing of forms to the chief administrative officer of each member college requesting that the forms be returned to the Credentials Committee naming a delegate and an alternate for each of the four divisions of the Association. No attempt was made to specify how each member college select its delegate and alternate in each of the four categories. From these forms, a list of delegates and alternates was established at the Association office to be used by the Credentials Committee at the Conference for registering official delegates and alternates for Annual Meeting.

The official list of eligible voting members was established from forms designating delegates and alternates, subject to persons so designated registering with the Credentials Committee during the three days of the Conference. The report of the Credentials Committee showed representation from member colleges (alternates indicated by asterisk) as follows:

BOARD MEMBER	ADMINISTRATOR	FACULTY	STUDENT
Belleville Area College			
F. E. Lutz	H. J. Haberaecker Henry Milander*	Roger Crane Mrs. J. Milligan*	Joy Ovrebo Heather Haberaecker*
Black Hawk College			
Rey W. Brune	Charles Laws	William Forrest Robert White	Sherry Fieser Nancy Hauser
Black Hawk College East			
None	None	None	None
Chicago City College			
None	Hymen A. Chausow	None	None

Amundsen-Mayfair Campus--Chicago City College

None	None	None	None

Bogan Campus--Chicago City College

None	John Donohue	Robert Scott	Bernadine Steffen
	Vincent DeLeers*	Albert Sawyer*	Bert Garnsey*

Crane Campus--Chicago City College

None	None	Frank Banks	James Howard
			Henry English*

Fenger Campus--Chicago City College

None	None	Ralph Hladik	Janet Ciemny
		Frank Polin*	Sheila Rappaport*

Southeast Campus--Chicago City College

None	None	None	None

T.V. Campus--Chicago City College

None	None	None	None

Loop Campus--Chicago City College

None	David Heller	Sarah Jones	Edgar Reese
	John Bowen*	Robert Hallgren*	Shari Bromberg*

Wilson Campus--Chicago City College

None	Ken Woodman	Mavis Hoberg	Renard Jackson
	John Pembrooke*	James Moore*	Rita Robinson*

Wright Campus--Chicago City College

None	Ernest Clements	Ernest Liden	Jim Smith
			Steve Bytnar*

Danville Junior College

None	Burton Brackney	Bill Langas	Steve Gustus
	W. Templeton*	Jim Nickell*	Donald Smoot*

College of DuPage

J. Daniel Ray		James Love	Larry Lemkau
W. Johnson*	Con Patsavas*	David Gottschall*	Roger Whitacre*

Elgin Community College

Mrs. A. Simon	G. I. Renner	John Bradburn	Cynthia Caba
	Dean Chipman*	R. Eberhardt*	Robin Sears*

BOARD MEMBER	ADMINISTRATOR	FACULTY	STUDENT
William Rainey Harper College			
Mrs. F. Nicklas	Robert Lahti	J. B. Tillotson	Laurie West
L. Moats*	W. J. Mann*	Martin Ryan	Cindy Ewertz*
Highland Community College			
R. Rimington	K. E. Borland	Kenneth Kiser	Mile McWilliams
Mrs. Neyhart*	Charles Jenkins*	Richard Sennet*	Vicki Newberry*
Illinois Central College			
Z. Holmes	Ken Edwards	William Martinie	Robert Schmidt
D. W. Wilcox*	Leon Perley*		Payton Harris*
Illinois Valley Community College			
C. R. Vance	R. E. Trobaugh	Joseph Fitton	Dean May
		Mrs. Myrna Evans*	Michael Kasap*
Joliet Junior College			
R. Whitaker	Elmer Rowley	Earl Henslee	Fred Fonseca
	M. Boudreau*	Patrick Asher*	Sue Tessiatore*
Kankakee Community College			
Ralph Francis	Robert Zimmer	Writesman Long	John Palider
	Charles Hewitt*	Margaret Reeves*	Vonna Deulen*
Kaskaskia College			
	E. McClintock	Lewis Dobbs	King Lambird
Verle Besant*	V. Bolerjack*	Miss M. Bohbrink*	Kevin Pelaez*
Kishwaukee College			
None	W. E. O'Brien	John Goodwin	Colleen Coss
	Norman Jenkins*	Betsy Harfst*	Phil Singleton*
College of Lake County			
None	Richard Erzen	None	None
Lake Land College			
Tom Nolan	Virgil Judge	Mrs. M. Flottmann	Mike Sullivan
Floyd Curl*	Tom Deem*	Mrs. Marilyn Gover*	Stephen Kline*
Lincoln Land Junior College			
E. Greenwood	Robert Poorman	John Alexander	Malcomb Holman
K. Malmberg*	Henry Brown*	James Murray*	Nancy Groff*
John A. Logan College			
None	None	None	None
McHenry County College			
None	F. D. Etheredge	David Hill	Steven Mohrbacher
	Robert Mealey*		Michael Reid*

Moraine Valley Community College

H. K. Ramsden	R. DeCosmo	James Adduci	Nancy Donlon
F. A. Bella*	Robert Turner*	Alan Monroe*	Paul Den Ouden*

Morton College

None	V. J. Cerveny	John Balek	
	Callison Simon*	Stanley Richards*	Kathy Sullivan*

Olney Central College

K. Wattleworth	James S. Spencer	Art Mills	None
N. Eagleson*			

Parkland College

C. W. Barnes	William Staerkel	Paul Thompson	Don Lookingbill
	Donald Swank*	Douglas Burgham*	John Waldbillig*

Prairie State College

None	Richard Hostrop	None	Stan Homik
	Richard Jensen*		Dave Manners*

Rend Lake Junior College

Dr. A. Baker	James Snyder	Mrs. Eleanor Hall	None
	H. Rawlinson*		

Rock Valley College

H. Hammerslag	Robert Appel	Patrick Thompson	Dave Doerr
R. Sechler*	John Queenan*	John Schou*	Ed Wolfenbarger*

Carl Sandburg College

John Lewis	Eltis Henson	Harry Grossman	Dan Burgland
	F. W. Kelley*	James Treash*	Jane Nelson*

Sauk Valley College

Mrs. C. Perkins	Philip Osborn	George Vrhel	Sandra Kosier
Warren Walder*	Edward Sabol*		Daniel Miller*

Shawnee Community College

None	Loren Klaus	None	None
	W. F. Whitnel*		

Southeastern Illinois College

Jess Edwards	Joseph Deaton	Mrs. Eugenia Plater	Robert Wilson
	Larry Gentry*	Miss M. Patton*	Deborah Dennis*

<table>
<tr><th>BOARD MEMBER</th><th>ADMINISTRATOR</th><th>FACULTY</th><th>STUDENT</th></tr>
<tr><td colspan="4">Spoon River College</td></tr>
<tr><td>W. I. Tayler</td><td>Hearl Bishop</td><td>Charles Black
Jim Rowe*</td><td>Ronald Kahn</td></tr>
<tr><td colspan="4">Thornton Junior College</td></tr>
<tr><td>R. Anderson</td><td>Lee Dulgar
Miss A. Childs*</td><td>Carl Corley
Miss D. Brainard*</td><td>Wayne Terwilliger
Alan Hart*</td></tr>
<tr><td colspan="4">Triton College</td></tr>
<tr><td>Wade Steel
Roy Jones*</td><td>None</td><td>Eugene Schlabach
Martin Schlueter*</td><td>Joseph Vozella
Pamela Zawne*</td></tr>
<tr><td colspan="4">Waubonsee Community College</td></tr>
<tr><td>D. Von Ohlen</td><td>James Nelson
David Pierce*</td><td>James Pilcher
Charles Knapp*</td><td>Stephen Rahn
Ronald Pierce*</td></tr>
<tr><td colspan="4">Wabash Valley College</td></tr>
<tr><td>None</td><td>R. W. Bowen</td><td>None</td><td>Don Vest
Alex Krisher*</td></tr>
<tr><td colspan="4">PRIVATE COLLEGES</td></tr>
<tr><td colspan="4">Central YMCA Community College</td></tr>
<tr><td>None</td><td>Donald Canar
Richard Sweitzer*</td><td>Leon Dingle
Steven Andrews*</td><td>Frank Giles
Marlo Kahn*</td></tr>
<tr><td colspan="4">The Felician College</td></tr>
<tr><td>None</td><td>Sister M. Bonita</td><td>Sister M. Reginetta</td><td>None</td></tr>
<tr><td colspan="4">Kendall College</td></tr>
<tr><td>None</td><td>None</td><td>Sarah Campbell
Mrs. Elizabeth Canar*</td><td>Thomas Wylie</td></tr>
<tr><td colspan="4">Lincoln College</td></tr>
<tr><td>None</td><td>None</td><td>None</td><td>Rod Seaton
Ernie Schneit*</td></tr>
<tr><td colspan="4">Robert Morris College</td></tr>
<tr><td>None</td><td>Jack Watson
Dean Nichols*</td><td>David Fulton
Larry Lagow*</td><td>Harvey Korshak
Terry Safko*</td></tr>
</table>

A roll call of colleges was taken with Mr. Broman calling the name of each college. Each college responded by having their delegates arise, give their names, and indicate division categories represented by each delegate of the college delegation.

Upon completion of the roll call, President Sechler announced that voting would be by roll call only when voted by the delegates. Voice votings would be used where a division of the house is necessary in the judgment of the chair.

III. APPROVAL OF 1969-70 ANNUAL BUDGET

Donald W. Hill, Treasurer of the Association and Chairman of the Finance Committee, presented the 1969-70 fiscal year budget recommended by the Board of Directors of the Association. This proposed budget was distributed to delegates and alternates when they registered with the Credentials Committee as follows:

EXPENDITURES BUDGET: 1969-70 FISCAL YEAR

Professional, administrative, legal and contractual services	$ 46,000.00
Conferences, meetings and travel	8,000.00
Conventions and workshops	15,000.00
Board of Directors meetings and expenses	2,000.00
Postage and shipping	1,200.00
Printing and duplication	4,000.00
Telephone and telegraph	2,400.00
Office supplies and equipment	1,000.00
Memberships, dues and subscriptions	1,000.00
Rents and utilities	2,000.00
Division allowances	2,000.00
Research, projects and programs	3,000.00
Contingencies for Divisions and Association	2,400.00
TOTAL	$ 90,000.00

INCOME BUDGET: 1969-70 FISCAL YEAR

Basic membership dues at $500 per campus	$ 25,000.00
F.T.E. student assessment at 50¢ (10,000 student maximum)	32,000.00
Affiliate members: Business and Industry (50 firms)	12,500.00
Educational institutions (10 universities)	2,500.00
Receipts from conferences, workshops and meetings	18,000.00
TOTAL	$ 90,000.00

Mr. Hill explained that expenditures for professional, administrative, legal and contractual services must be increased substantially to provide for additional staff, part-time help, salary increases, and funding of retirement plan which will have to be worked out because of the termination of the Association's agreement with Parkland College as of April 30, 1969. Allowance has been made for travel required by Joseph Anderson who recently joined the staff as Program Director. Because of meetings each division will be having this fall, expenditures for conventions and workshops have been recommended at the $15,000.00 level, however, there will be corresponding receipts from meetings to cover these expenditures.

In the interest of fairness to those colleges represented by the elected officers and board members of the Association, a new category of expense has been included in the proposed budget for the next fiscal year. An amount of $2,000.00 is estimated as needed to cover travel and expenses of meetings for members of the Board of Directors. Plans for printing three newsletters for each division requires increases in both printing and mailing expenses. Cost of printing the brochure Occupational Education in Illinois Junior Colleges is provided for in the category for research, projects and programs.

Small adjustments upward have been made in telephone expenditures and in office supplies and equipment. Memberships and other such costs have been increased to reflect greater cooperation with other organizations and agencies. Existing auto lease agreement is reflected in rents and utilities. Allowances of $500.00 to each of the four divisions, are the same as last year. Contingencies category has been broadened to include unexpected expenditures for the four divisions in addition to those of the Central Office.

Income to cover $90,000.00 of expenditures is to be secured from basic dues of $500.00 per campus, and increase of $150.00 per campus from this year; from the 50¢ F.T.E. student assessment, no change; dues from affiliate members, increase from $100 to $250 for educational institutions; and receipts from conferences, workshops and meetings.

Formation of an athletic commission is anticipated during the next fiscal year and the proposed structure calls for operating the commission under the umbrella of the Association's Central Office. Rather than assess member colleges for the costs of the athletic commission separately, these costs are reflected in the expenditures budget and also in the income budget under the $150.00 increased in basic campus dues.

IT WAS MOVED, SECONDED AND CARRIED to approve the recommended $90,000.00 budget proposed for the 1969-70 fiscal year, including the $150.00 increase in basic membership dues for each college campus.

IV. ELECTION OF OFFICERS FOR 1969-70

On behalf of Warren Walder, Chairman of the Nominating Committee, the following names were put in nomination by James Broman, Executive Director of the Association:

> Turner Trimble, Special Assistant to the Chancellor, Chicago City College, for the office of Vice President and President Elect of the Association;
>
> Mrs. Freida Simon, Chairman of the Board, Elgin Community College, for the office of Treasurer of the Association.

President Sechler explained that Farrell Wilson, faculty member from Belleville Area College, now Vice President and President Elect, would move into the office of President for the next fiscal year. He asked if there were nominations from the floor. Hearing none, he called for the question.

IT WAS MOVED, SECONDED AND CARRIED that Farrell Wilson, Turner Trimble, and Freida Simon, be elected President, Vice President and President Elect, and Treasurer, respectively, for the 1969-70 fiscal year.

V. DIVISION OFFICERS & MEMBERS OF THE ASSOCIATION'S BOARD OF DIRECTORS

Division Chairmen made announcements regarding the election of officers and selection of representatives from the divisions to the Board of Directors of the Association:

Board Members Division

Verle Besant, Kaskaskia College, Chairman and Member of Board of Directors
John M. Lewis, Carl Sandburg College, Vice Chairman
Mrs. Catherine Perkins, Sauk Valley College, Secretary
Robert Rimington, Highland Community College, Member of Board of Directors

Administrators Division

John Bouseman, Central YMCA Community College, President and Member of Board of Directors
James Harvey, William Rainey Harper College, Vice President and Member of Board of Directors
Robert Mealey, McHenry County College, Secretary
Leon Perley, Illinois Central College, Treasurer

Faculty Division

Thomas Lounsbury, Rock Valley College, President
Fred Soady, Illinois Central College, Vice President
Roger Crane, Belleville Area College, Secretary
Fred Banks, Crane Campus, Chicago City College, Treasurer
David Arnold, Rock Valley College, Memger of Board of Directors
Leon Dingle, Central YMCA Community College, Member of Board of Directors

Student Division

Malcolm Holman, Lincoln Land Community College, President and Member of Board of Directors
Rick Baxter, Illinois Central College, Vice President and Member of Board of Directors
David Johnson, Prairie State College, Secretary
Linda Emswiler, Belleville Area College, Treasurer

VI. RESOLUTIONS

Thomas F. Batell, submitted the report of the Resolutions and Bylaws Committee on behalf of Committee Chairman, Alban E. Reid. All resolutions to be presented to the meeting were reviewed by the Committee, May 7, 1969, and approved by the Board of Directors at its May 8, 1969, meeting. Copies of proposed resolutions were made available to each division for their business meetings on May 9, 1969. The following resolutions were presented and acted upon by the delegates:

RESOLUTION 5-69-A

Resolutions Committee

WHERAS, Lawrence W. Sherman, President of Robert Morris College, whose untimely death occurred earlier this year, was active in the affairs of the Illinois Association of Community and Junior Colleges, served as an officer of the Administrator Division of the Association, and was a valued member of the Association's Board of Directors, and

WHEREAS, Lawrence Sherman provided outstanding leadership to education in Illinois, to the City of Carthage, and to Robert Morris College in particular,

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges express its deep sympathy to Mrs. Sherman and her family and to the faculty and staff of Robert Morris College on the loss of our friend and colleague.

MOVED by Batell, SECONDED by Shaver, carried 3-0 (Chairman voting).

/s/ ____________________
Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-A submitted by the Resolutions Committee be adopted.

RESOLUTION 5-69-B

Resolutions Committee

WHEREAS, Robert E. Sechler has served the Illinois Association of Community and Junior Colleges as president during the 1968-69 fiscal year, the first local junior college board member to fulfill this responsibility in the history of the Association, and

WHEREAS, he has devoted much time, provided significant leadership, promoted balanced representation for students, faculty, administrators and trustees, and given unselfishly of his ability in defining and solving problems of vital concern of the community and junior college movement.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges express sincere appreciation to Robert Sechler and solicit his continued advice and counsel next year as he serves on the Board of Directors as Immediate Past President of the Association.

MOVED by Shaver, SECONDED by Batell, carried 3-0 (Chairman voting).

/s/ ____________________
Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-B submitted by the Resolutions Committee be adopted.

RESOLUTION 5-69-C

Resolutions Committee

WHEREAS, The Fourth Annual Illinois Junior College Conference has provided opportunity for junior colleges and other education institutions to convene for purposes of investigation, evaluation, study and communication concerning issues of vital importance to community and junior college education, and

WHEREAS, the success of the Conference is largely attributable to the imagination and planning of the Illinois Junior College Board and its staff, the Board of Directors of the Illinois Association of Community and Junior Colleges and its Executive Director, James D. Broman, and to the host colleges, Illinois Valley Community College and Kishwaukee College,

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges thank the Illinois Junior College Board and its staff, the Board of Directors of the Association, James Broman, and the host colleges, Illinois Valley Community College and Kishwaukee College, for their efforts in contributing to a successful Fourth Annual Illinois Junior College Conference.

MOVED by Batell, SECONDED by Shaver, carried 3-0 (Chairman voting).

/s/ ____________________
Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-C submitted by the Resolutions Committee be adopted.

RESOLUTION 5-69-D — Resolution Committee

WHEREAS, the Continental Illinois National Bank and Trust Company of Chicago supported the Illinois Association of Community and Junior Colleges with a generous financial contribution, and

WHEREAS, the Continental Illinois National Bank has actively supported and participated in the Business and Industry Community College Council, and

WHEREAS, the Continental Illinois National Bank has assumed the sponsorship of an annual competition to select outstanding men and women at each of the junior college campuses in Illinois, and

WHEREAS, the Continental Illinois National Bank will reward such outstanding students with substantial monetary awards and special recognition,

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges go on record as expressing its appreciation to the Continental Illinois National Bank and Trust Company of Chicago for its support and interest in Illinois junior colleges.

MOVED by Shaver, SECONDED by Batell, carried 3-0 (Chairman voting).

/s/ ____________________
Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-D submitted by the Resolutions Committee be adopted.

RESOLUTION 5-69-E Resolutions Committee

WHEREAS, the Honorable Richard B. Ogilvie, Governor of Illinois, has committed his administration to use the knowledge, leadership, and experience of outstanding men in education to help find solutions to modern day problems, and

WHEREAS, Governor Ogilvie has gone on record as promoting economy in State government but not at the expense of limiting or curtailing vital functions of government, and that he recognizes that dollars alone cannot solve all problems in education but that innovation is necessary also, and

WHEREAS, Governor Ogilvie has further committed his administration to support expansion of junior college education both in the university transfer programs and in the terminal occupational programs, and

WHEREAS, Governor Ogilvie has gone on record publicly supporting an increase in State apportionment to $15.50 per student semester hour,

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges express appreciation to Governor Ogilvie for his concern for, his understanding of, and his support of education in Illinois at all levels and his particular interest in the needs of Illinois junior colleges.

MOVED by Batell, SECONDED by Shaver, carried 3-0 (Chairman voting).

/s/ ____________________

Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-E submitted by the Resolutions Committee be adopted.

RESOLUTION 5-69-F Resolutions Committee

WHEREAS, deliberations of committees of the Illinois General Assembly are vitally important to the legislative process, and

WHEREAS, the House Higher Education Committee and the Senate Education Committee have the unique responsibility for fostering the interests of higher education in general and comprehensive junior college education by reviewing and recommending legislative proposal with merit, and

WHEREAS, the Committees have earnestly sought the advice and counsel of representatives of the Association and its member colleges and have extended courtesies and have given encouragement to such junior college representatives,

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges express its appreciation to the members of the House Higher Education Committee and its Chairman, George M. Burditt, and Vice Chairman, Donald A. Henss, and to the Senate Education Committee and its Chairman, John G. Gilbert, and its Vice Chairman, Paul W. Broyles.

MOVED by Shaver, SECONDED by Batell, carried 3-0 (Chairman voting).

/s/ ____________________
Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-F submitted by the Resolutions Committee be adopted.

RESOLUTION 5-69-G — Resolutions Committee

WHEREAS, the foundation of the Illinois Master Plan For Higher Education is the development of comprehensive community colleges to serve students wishing to transfer to senior institutions, students desiring occupational training for direct employment after completion of two years training or less, and for students wanting to retrain or upgrade their skills, and

WHEREAS, the Public Junior College Act was passed into law to implement Master Plan recommendations for public commuter junior colleges over the State of Illinois, and

WHEREAS, millions of dollars have been committed to construction of physical facilities in which comprehensive junior college program can operate and to serve the economic, social and cultural needs of the community,

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges reaffirm its dedication to comprehensive community college education and devote its energies to developing and maintaining outstanding public and private two-year colleges pledged to the teaching mission.

MOVED by Batell, SECONDED by Shaver, carried 3-0 (Chairman voting).

/s/ ____________________
Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-G submitted by the Resolutions Committee be adopted.

RESOLUTION 5-69-H — Resolutions Committee

WHEREAS, community and junior colleges are enrolling an increasing number of students desiring to complete undergraduate work in senior institutions of higher education, and

WHEREAS, private colleges and universities in Illinois desire increased enrollment to lessen financial pressures caused by high cost upper division programs with low enrollment, and

WHEREAS, more financial assistance is available to students generally and from state sponsored and supported programs specifically for use in either private or public institutions,

THEREFORE, be it resolved that private colleges and universities aggressively solicit junior college students for transfer to their institutions and in recruiting use all possible sources of student finance assistance in this effort to attract the junior college transfer student.

MOVED by Shaver, SECONDED by Batell, carried 3-0 (Chairman voting).

/s/ ____________________
Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-H submitted by the Resolutions Committee be adopted.

IT WAS MOVED, SECONDED AND CARRIED to remove from the table Resolution 10-68-5 sumbitted by the Faculty Division at the Special Business Meeting in Rockford, October 26, 1968, and tabled at that meeting.

Roger Crane, faculty member from Belleville Area College, explained proposed amendments to Resolution 10-68-5 relating to teacher tenure. He gave a brief commentary on the work of a special committee appointed by President Sechler to review the tenure resolution. The special committee was chaired by David Arnold, faculty member from Rock Valley College, and had as members Mr. Crane, Ronald Shaver, student from Black Hawk College, Robert Mealey, administrator from McHenry County College, and Mrs. Jessalyn Nicklas, board member from William Rainey Harper College. The Committee unanimously agreed that the resolution should be amended to read as follows:

RESOLUTION 10-68-5 Faculty Division

WHEREAS the tenure survey carried out by the Faculty Welfare Committee of the Illinois Association of Community and Junior Colleges Faculty Division in 1969 revealed some disparity in the tenure policies of member institutions, and

WHEREAS some degree of uniformity in tenure policies is deemed necessary and desirable by the Faculty Division of the Illinois Association of Community and Junior Colleges, and

WHEREAS the State Junior College Act places the responsibility for establishing tenure policy upon local boards, and

WHEREAS guidelines would be useful to local institutions in formulating tenure policy statements,

THEREFORE, be it resolved that the following be recommended as guidelines by member institutions in the process of framing or revising their tenure policies:

I. In a matter of such vital importance to it, the faculty must be actively involved in the framing of the tenure policy of the college. Although involvement may be accomplished in various ways, a tenure committee elected by the faculty or appointed by the Faculty Senate and recognized by the Board has the best chance of success.

II. Before the work of the tenure committee goes to the Board for disposition, the faculty at large should be afforded an opportunity to review the provisions and to ratify them.

III. The A.A.U.P. Statement on Tenure and Academic Freedom is recommended as a general guideline.

IV. The following are important points that should be covered:

1. A faculty member whose appointment is made to meet a temporary need of the college should be informed in writing at the time of his employment that his appointment is provisional and that he is not a candidate for a tenure appointment. Should he later become a candidate for a tenure appointment (assuming that the need becomes permanent), his years of provisional service shall then be counted in his meeting of tenure requirements.

2. Written notice of a decision not to reappoint a non-tenured teacher should be given by March 1 of his first year of employment, December 15 of his second year, and twelve months in advance of termination of the third year of service.

3. Since conferring of tenure in a junior college is based on classroom performance rather than research and publication, the seven (7) year probationary period utilized by the universities is excessive. If faculty guidance and observation of the new member is undertaken, the evaluation should be available in much less time. Tenure should be granted an experienced teacher after two or three years of service. In an exceptional case, one additional year of probation may be necessary. In no case should the decision to grant or not to grant tenure be prolonged beyond the fourth year of service.

4. The recommendation to grant or not to grant tenure should be made by the people most intimately involved--that is, by the members of the department in conjunction with the department chairman. Their recommendation should then be presented to the Board.

5. After the conferral of tenure, appointments shall be continuous until the retirement or resignation of the faculty member. Such an appointment may not be terminated by the institution except in accordance with the provisions of the School Code and the Junior College Act.

6. Within the governmental framework of the college, machinery should be set up to assure a meeting with or a hearing for any tenured faculty member who is facing dismissal. This machinery must provide for faculty participation in the decision. Should the faculty member not desire a hearing, he may take his leave and the incident is closed.

7. Provision may be made for a faculty member to continue employment on a yearly contract after retirement.

8. Provisions should be made in the tenure policy for the academic freedom of the faculty member. The AAUP Statement on Academic Freedom and Tenure is nationally recognized as a guideline in this area.

* Prepared by the Faculty Welfare Committee, Faculty Division. Voted upon and passed with majority vote by the Faculty Division, IACJC.

/s/

Thomas F. Batell, President
Faculty Division, IACJC

* MOVED by Van Raes, SECONDED by Johnson, Motion carried 3-0 (Chairman voting).

/s/

Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED to amend Resolution 10-68-5 as recommended by the Special Committee.

IT WAS MOVED AND SECONDED to place Resolution 10-68-5, as amended, on the table. On a roll call vote of 93 Nay, 23 Yea, and 2 Present, the MOTION LOST.

IT WAS MOVED AND SECONDED to further amend Resolution 10-68-5 by striking all of Section IV. On a roll call vote of 63 Nay, and 45 Year, the MOTION LOST.

On a call for the question, IT WAS MOVED AND SECONDED that a roll call be taken on the question. By voice vote, the MOTION LOST.

IT WAS MOVED AND SECONDED that Resolution 10-68-5, as amended, be adopted. Resolution 10-68-5, as amended, was ADOPTED on a show-of-hand vote of 67 Yea and 49 Nay.

RESOLUTION 5-69-I Board Division

WHEREAS, the Public Junior College Act requires that members appointed by the Governor to the Illinois Junior College Board shall be selected on the basis of their knowledge of, or interest and experience in, problems of junior colleges, and

WHEREAS, service as an elected member of a local junior college board not only meets the specific requirements of the law but also gives unique qualifications for service to the State Board,

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges go on record as favoring appointments of individuals to the Illinois Junior College Board who have had experience as local junior college board members.

* Submitted by Board Division. Approved by majority vote at meeting of the Board Division held March 15, 1969.

/s/

Warren E. Walder, Chairman
Board Division, IACJC

* MOVED by Batell, SECONDED by Shaver, carried 3-0 (Chairman voting).

/s/

Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-I submitted by the Board Division be adopted.

Upon presentation of Resolution 5-69-J, jointly sponsored by the Board Division and the Administrators Division, IT WAS MOVED, SECONDED AND CARRIED that the word "total" be substituted for the word "operational" in the first paragraph.

IT WAS MOVED, SECONDED AND CARRIED that the words "to support a minimum quality program" be deleted from the final sentence of Resolution 5-69-J.

RESOLUTION 5-69-J

Jointly by Board Division and the Administrators Division

RESOLVED, that the Illinois Association of Community and Junior Colleges call upon the Illinois Junior College Board, the Board of Higher Education and the Legislature to provide apportionment for the support of the Illinois public community colleges on the basis of 50% of average total costs of all the public community colleges of the State, and that for the 76th Biennium, this 50% share be established as a flat grant of not less than $15.50 per semester hour.

BE IT FURTHER RESOLVED, that the Illinois Junior College Board and the Board of Higher Education in the next Biennium jointly develop a plan for providing additional financial aid above the 50% support for Class I Junior College Districts which can clearly demonstrate the need for the additional funds.

* Submitted by Board Division. Approval by a majority roll call vote at meeting held January 23, 1969, Board Division and Administrators Division joint meeting.

/s/ ____________________
Warren Walder, Chairman
Board Division, IACJC

* MOVED by Batell, SECONDED by Shaver, carried 3-0 (Chairman voting).

/s/ ____________________
Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-J submitted jointly by the Board Division and the Administrators Division and amended by the general session, be adopted.

RESOLUTION 5-69-K

Board of Directors

WHEREAS, the Illinois Master Plan for Higher Education recommends a state system of junior colleges which ultimately will cover the entire State of Illinois, and

WHEREAS, such a total statewide system of junior colleges makes equal education and training opportunities available to all citizens of the State, and

WHEREAS, inclusion of all territory in the State within a junior college district facilitates state and local planning and development, and

WHEREAS, further delay in setting a date for total coverage of the State by the junior college system tends to encourage petitions to disconnect from existing junior college districts, and also causes certain areas of the State to postpone unduly decisions regarding establishment of districts or annexations to existing districts.

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges endorse establishing July 1, 1972, as the date after which all territory within Illinois, not then a part of an existing junior college district, would be annexed to a junior college district.

MOVED by Shaver, SECONDED by Batell, carried 3-0 (Chairman voting).

/s/__________________________
Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED UNANIMOUSLY that Resolution 5-69-K submitted by the Board of Directors of the Association be adopted.

RESOLUTION 5-69-L — Student Division

WHEREAS, the cost of obtaining college and university education today is becoming extremely high; and

WHEREAS, relief from these high costs would tend to ease the financial burden for many students and parents and encourage continued education,

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges support federal legislation which provides for income tax deductions or credits for tuitions paid in securing higher education.

Submitted as a recommendation by the Student Division Board of Directors.
Approved by unanimous vote April 19, 1969.

Don Shaver, Recorder and
Chairman of Legislative
Committee, Student Division

MOVED by Shaver, SECONDED by Batell, carried 3-0 (Chairman voting).

/s/__________________________
Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-L submitted by the Student Division be adopted.

RESOLUTION 5-69-M Student Division

WHEREAS, enactment of the Public Junior College Act in 1965 placed junior colleges in Illinois in the family of higher education, and

WHEREAS, there are some forms of financial assistance available to students attending senior colleges and universities which are not available by law to students attending junior colleges in Illinois,

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges support the position that all forms of student financial assistance, including veterans scholarships and teacher education waivers of tuition, be available to students attending community and junior colleges in Illinois.

Submitted as a recommendation by the Student Division Board of Directors. Approved by unanimous vote April 19, 1969.

Don Shaver, Recorder and
Chairman of Legislative
Committee, Student Division

MOVED by Batell, SECONDED by Shaver, carried 3-0 (Chairman voting).

/s/
Alban E. Reid, Chairman
IAJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-M submitted by the Student Division be adopted.

After presentation of Resolution 5-69-N from the Student Division to the General Session, and considerable discussion pro and con, IT WAS MOVED, SECONDED AND CARRIED that the last line of Resolution 5-69-N be amended to read "that the Illinois Association of Community and Junior Colleges favor lowering the voting age to age 18 in both state and national elections."

RESOLUTION 5-69-N Student Division

WHEREAS, young adults today are showing more interest and accepting greater responsibility in governmental affairs, but are not afforded matching privileges, and

WHEREAS, students are actively involved and participating in governmental affairs and legislative matter in such organizations as the Illinois Association of Community and Junior Colleges, but are denied a voice in elections if they are under age twenty-one, and

WHEREAS, junior college students are directly affected many times by government action, but if under age twenty-one, have no voice in matter which relate directly to them,

THEREFORE, be it resolved that the Illinois Association of Community and Junior Colleges favor lowering the voting age to age 18 in both state and national elections.

Submitted as a recommendation by the Student Division Board of Directors. Approved by unanimous vote April 19, 1969.

Don Shaver, Recorder and
Chairman of Legislative
Committee, Student Division

MOVED by Batell, SECONDED by Shaver, carried 3-0 (Chairman voting).

/s/ ________________

Alban E. Reid, Chairman
IACJC Resolutions and
Bylaws Committee

IT WAS MOVED, SECONDED AND CARRIED that Resolution 5-69-N submitted by the Student Division and amended by the General Session, be adopted.

VII. REPORT ON THE COMMISSION TO STUDY NON-PUBLIC HIGHER EDUCATION IN ILLINOIS

Dr. Donald Canar, President of Central YMCA Community College, reviewed briefly the status of private junior colleges in the Association. He called attention to the recent recommendations of The Commission To Study Non-Public Higher Education in Illinois and solicited the support of member colleges in the implementation of these recommendations. He summarized the recommended program as follows:

1. Annual direct grants from public funds to private institutions for support of current educational and general operations: $500 for each Illinois State Scholarship and Grant recipient enrolled; $100 for all other full-time equivalent undergraduate students enrolled in the freshmen and sophomore years; and $200 for all other full-time equivalent students enrolled in the junior and senior years.

2. Availability of funding under the Illinois Building Authority for capital improvements with provisions for repayment directly from private institutions rather than by State appropriation.

3. Further increases in the level of scholarship and grant programs now funded through the Illinois State Scholarship Commission.

In concluding his remarks, Dr. Canar stressed the importance of public awareness of the financial pressures threatening private colleges and the need for preserving private higher education in order to meet the needs of the State of Illinois in these times of technological change and expanding economy.

VIII. REPORTS FROM DIVISION CHARIMEN

Brief reports were given by the chairmen of the four divisions of the Association. Warren Walder, Board Division, commented on board member support for the Association program and thanked other divisions for their cooperation over the past year. Thomas Batell, Faculty Division, referred to his report at the Thursday Divisions Luncheon which covered faculty activities during the year. He reviewed decisions made in the business meeting of the Faculty Division and expressed his appreciation for cooperation from all divisions during the year.

Barry Johnson, Student Division, reported on the growing concern of students for increased participation in social and political matters. He referred specially to House Bill 2508, now before the Illinois General Assembly, which would create The Board of Sponsors of the Governor's Scholars and asked support for this legislation. He announced the elected slate for the Student Division as follows:

Heather Haberaecker, Belleville Area College, Southern Representative
Pat Kneer, Illinois Central College, Northern Representative
Paul Koeppe, Morton College, Suburban Representative
Renard I. Jackson, Wilson Campus, Chicago City College, Chicago Representative
Ted Downey, Illinois Valley Community College, At-Large Representative

Dr. Edward Sabol, Administrators Division, reviewed highlights of conference division meetings and announced the election results for the Board of Directors of the Administrators Division:

Forest D. Etheredge	(1970)	President McHenry County College
John Grede	(1971)	Coordinator of Technical/ Occupational Education Chicago City College
Donald Swank	(1971)	Vice President Student Personnel Services Parkland College
Henry Milander	(1972)	Dean of Instruction Belleville Area College
Burton Brackney	(1972)	Administrative Assistant Danville Junior College
Geraldine Williams	(1970)	Director, Informal Education Southeast Campus, Chicago City College

IX. ANNOUNCEMENT OF NEXT YEAR'S ANNUAL MEETING

President Sechler announced that tentative arrangements have been made to hold next year's Annual Meeting and the Fifth Annual Illinois Junior College Conference in Peoria, at the Hotel Pere Marquette. Dates reserved for the Conference and Annual Meeting are May 7, 8, and 9, 1970.

X. ADJOURNMENT

IT WAS MOVED, SECONDED AND CARRIED that the Annual Business Meeting of the Association stand adjourned.

James D. Broman
Executive Director
Secretary, IACJC

* * *

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